HEQCO

Annual Report 2014/15

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PROFILE

Established in 2005, the Higher Education Quality Council of Ontario (HEQCO) is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the province's postsecondary education (PSE) system. HEQCO influences the key decisions, practices and policies that will guide Ontario's public postsecondary system to national and international leadership, while providing Ontarians with the greatest opportunities for social mobility and economic success.

Three pressing questions guide HEQCO's research activities:

1. How can we improve access to higher education for groups that are underrepresented?
2. Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?
3. How can Ontario provide a high-quality postsecondary education in a period of continued growth and diminishing resources?

HEQCO informs the future of Ontario higher education through evidence-based research; engaging with the world's leading postsecondary research and policy organizations; convening expertise on key issues in Ontario postsecondary education; and mobilizing knowledge clearly, consistently and effectively with all elevant audiences.

CHAIR'S MESSAGE

Since it first became operational in 2007, the Higher Education Quality Council of Ontario (HEQCO) has built an impressive base of evidence-based research to inform the future of higher education. In looking back over the 2014/15 fiscal year, it is clear that HEQCO's research priorities have indeed informed and influenced key policy discussions within the Ministry of Training, Colleges and Universities (MTCU) while solidifying communities of postsecondary practice across the province.

As evidenced in the 2014 MTCU Mandate Letter, HEQCO's focus on access, learning outcomes and system design are well aligned with provincial government priorities, which include improving "the consistency and availability of institution-level and system-level outcome measures" as well the "implementation of a reformed funding model for universities" and increased differentiation in the postsecondary education sector.

Acknowledging the Province of Ontario's leadership in providing broad access to higher education, HEQCO research has identified sociocultural variables that influence decisions about postsecondary education, particularly for under-represented students. Work continues with a new consortia of colleges and universities on examining the programs and strategies that lead to greater postsecondary participation and success of these under-represented populations.

HEQCO is also collaborating with Ontario colleges and universities on the continued development and assessment of learning outcomes and is creating extensive web-based resources that will also benefit postsecondary systems across the country. There is wide consensus on the importance of general learning and cognitive skills, which could also underpin an effective evidence-based credit transfer system. The focus is now on reliable and valid instruments for assessing and measuring these learning outcomes.

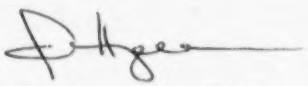
HEQCO's research in system design continues to explore opportunities for greater differentiation, outcomes-based funding formulae, methods for assessing regional economic impact and structures for academic quality assurance. A highlight this year was HEQCO's first national examination of postsecondary performance, which considered system outcomes along three dimensions and 34 indicators.

It was a busy year for HEQCO. We had 103 projects underway, 27 of which were initiated in 2014/15, and published 44 reports and 32 blogs. Our fifth annual international conference welcomed an even greater number of educational communities to HEQCO with its focus on apprenticeship and the skilled trades.

We also welcomed new board member Denis Mayer, former associate vice-president of student affairs at Laurentian University. Denis brings a wealth of experience in student affairs, continuing education and online learning – areas of great importance to HEQCO's work. We look forward to working with him and benefiting from his unique perspectives.

As the only organization of its kind, HEQCO is attracting the attention of other provinces that face similar challenges in a period of fiscal constraint, similar calls for improved quality and similar demands for greater accountability. In partnership with government, Ontario's postsecondary institutions and the broader education community, HEQCO continues to inform the future of higher education in Ontario, helping to position the province as an innovator and leader.

This report provides an overview of HEQCO's many activities. We appreciate your continued support in helping to enhance Ontario's postsecondary education system and encourage you to join our mailing list for regular updates on our research, conferences, workshops and publications.

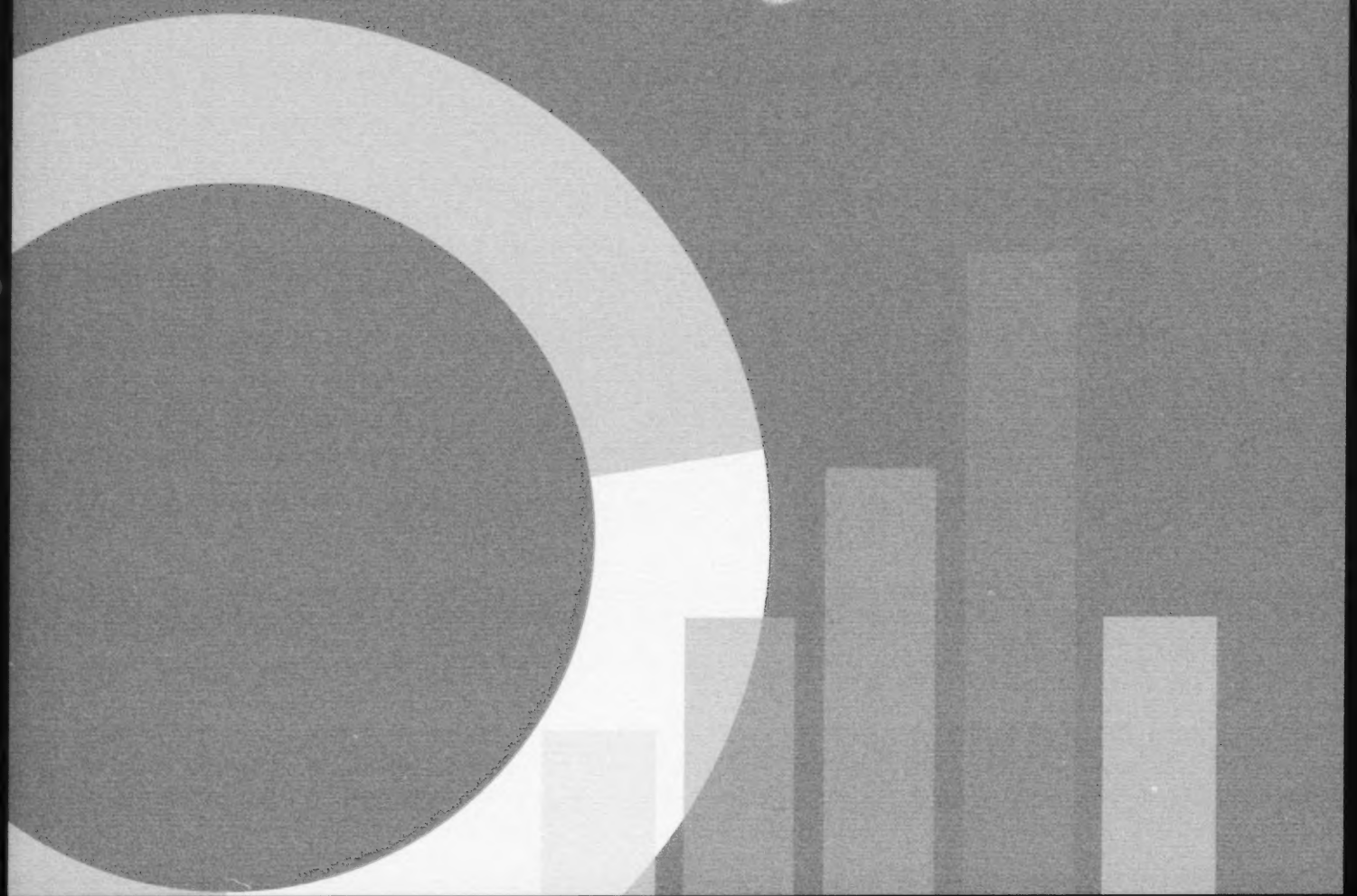


Cindy Dundon Hazell
Interim Chair

MEETING OUR

GOAL 1:

THE PRIMACY OF INDEPENDENT, HIGH-QUALITY RESEARCH



GOALS

HEQCO research contributes to the sustainability of Ontario's system

Three key questions guide our research activities:

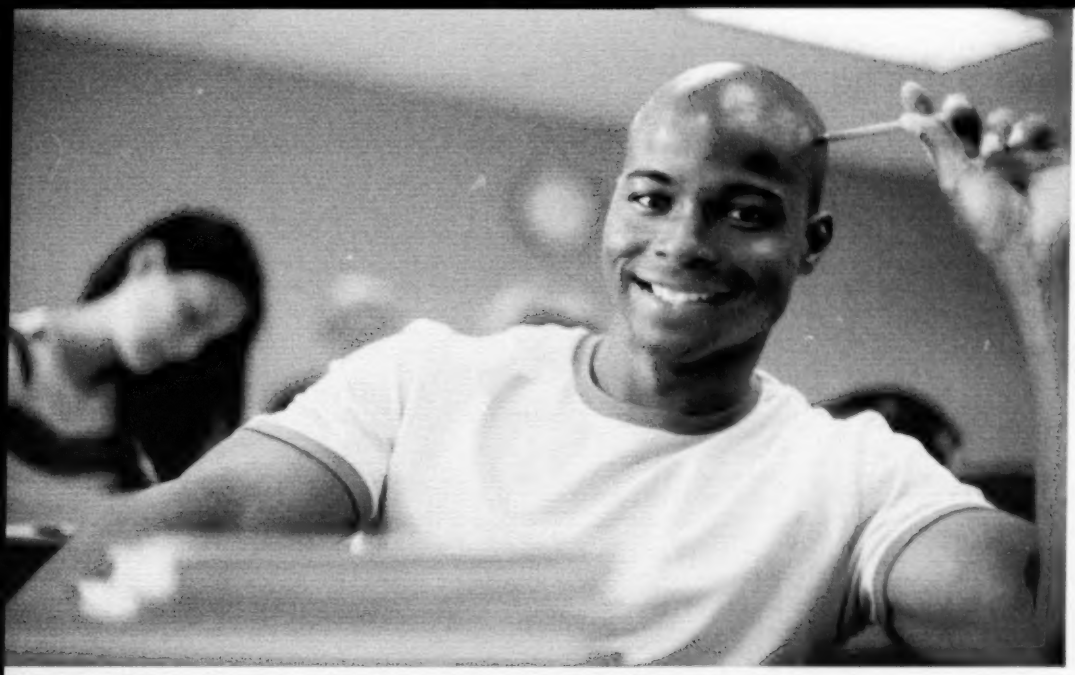
1. How can we improve access to higher education for groups that are underrepresented?
2. Are Ontario students graduating with the knowledge and skills they need to be successful in life and work?
3. How can Ontario provide a high quality postsecondary education in a period of continued growth and diminishing resources?

The answers to these questions are vital to the future health, quality, reputation and competitiveness of the Ontario postsecondary system. Captured within these questions are HEQCO's research priorities: access, learning outcomes/labour market alignment and system design.

In 2014/15, we had 103 projects underway, of which 27 were initiated in 2014/15 and 76 were initiated in previous fiscal years. We issued ten Requests for Proposals and awarded 27 new contracts. For a complete list of projects underway and Requests for Proposals, see Appendices A and B, respectively.

Access/Retention. Achieving high rates of postsecondary **access** and **attainment** is particularly critical for non-traditional and under-represented students and remains a key part of HEQCO's mandate. We have contributed significantly to that agenda by making access-related research a primary focus for much of our history. We continue to address this priority area by examining the state of recruitment and retention of under-represented groups.

In 2014/15, we initiated nine projects on access to i) explore the scope and effectiveness of outreach programs Ontario postsecondary institutions are using to engage and attract these students, ii) evaluate strategies and programs being used to increase retention, and iii) work with a consortium of institutions to amplify and disseminate best practices for increasing access.



Some projects currently underway are:

- "What are Ontario's Universities Doing to Decrease Underrepresentation?," from the University of Toronto, will investigate and evaluate the outreach programs universities have developed to decrease under-representation.
- "Ontario PSE Recruitment and Retention of Under-represented Groups," from the University of Windsor, will examine how Ontario colleges define and identify under-represented groups in order to inform the work of postsecondary institutions looking to improve their recruitment and retention strategies.

Learning outcomes/Labour market alignment. The evidence suggests that a focus on learning outcomes has the potential to modernize teaching and learning across the province. Given the magnitude of the public and private investment in postsecondary education, we should know whether Ontario postsecondary students acquire the knowledge and skills they need to succeed in life and work. Moving forward and responsive to our mandated focus on **quality**, we will continue to emphasize learning outcomes and the relationship between postsecondary education and the labour market.

Projects will examine such themes as: i) measurement and credentialing of essential employability skills, ii) alignment of critical learning outcomes in K-12 and postsecondary education, iii) evaluation of the effectiveness of work-integrated learning (WIL) practices in Ontario colleges and universities, iv) amplification and dissemination of best practices with a consortium of Ontario postsecondary institutions, v) system-wide measurement of basic cognitive learning outcomes and transferable life skills, and vi) describing the labour market outcomes of graduates. In 2014/15, HEQCO initiated seven projects on learning outcomes and the labour market and put out a call for proposals to expand its Learning Outcomes Assessment Consortium.

Some projects included:

- An employer survey by HEQCO to close out the third part of our study on Canada's so-called "skills gap" and the role of higher education and employers in shaping the country's skilled workforce. The first and second parts of the study were a literature review and a content analysis of 316 entry-level Canadian job ads.
- The current state of student learning outcomes assessment in Canadian colleges and universities, by HEQCO.
- "A Research Project on Sessional, Part-Time, and Partial-Load Faculty at Ontario's Colleges and Universities," from Academica Group, to understand their experiences working in the sector.

System design. In the fulfillment of our mandated focus on **accountability**, we have produced a series of research publications that explore opportunities for greater differentiation and funding formulae that depart from the historical focus on enrolment. With our annual Canadian higher education performance indicator report as the centerpiece, we will continue to generate research and make tangible recommendations that would allow the Ontario postsecondary system to offer a better education to more students with no additional money. In 2014/15, HEQCO initiated 11 projects on system design and accountability on i) articulating the benefits of an outcome-based funding formula designed for Ontario, ii) the use of sessional and part-time instructors in Ontario's colleges and universities, and iii) best practices for institutional and system design.

Some projects included:

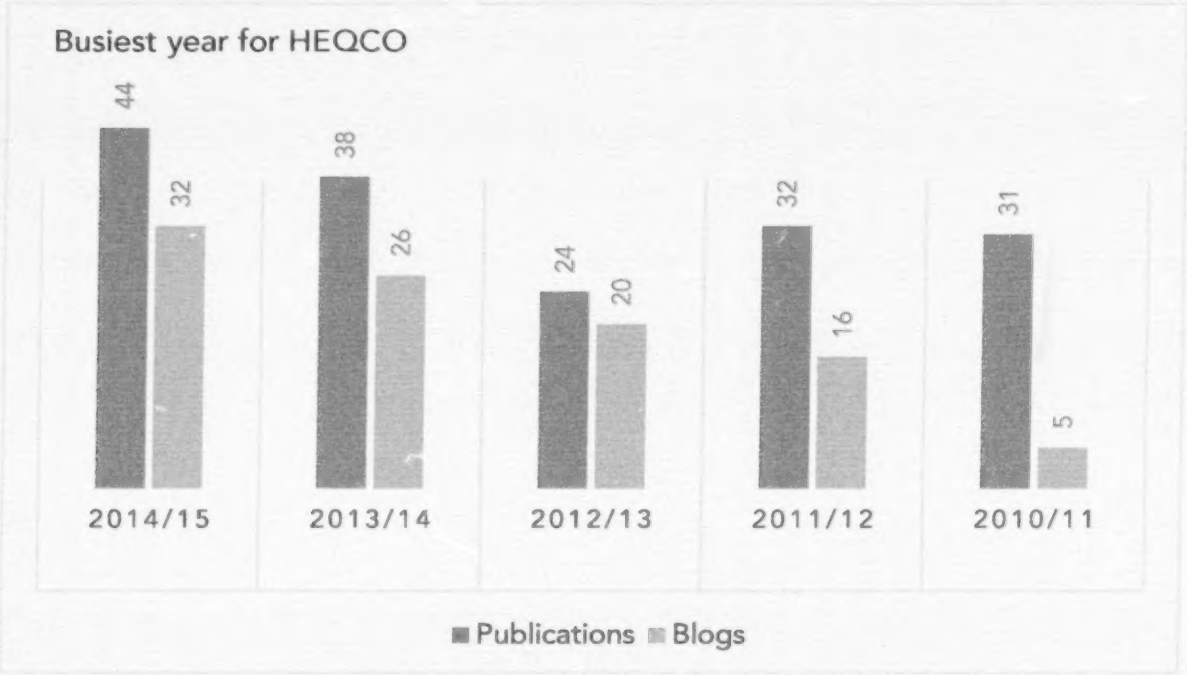
- "How Do Postsecondary Institutions Evaluate Their Economic Impact?: A Review of Principles and Methods," from KPMG LLP.
- "Providing High-Quality Work Integrated Learning Opportunities in Ontario Colleges and Universities: Toolkit Development and Evaluation," from the University of Toronto, will assess the needs of WIL educators and coordinators and will develop a toolkit to optimize student learning and development in WIL programs.
- "The Role of Intermediary Bodies in Enhancing Quality and Sustainability in Higher Education," from David Trick and Associates, to explore the evidence about intermediary bodies through case studies in peer jurisdictions.

- A project on indicators of institutional differentiation from the perspective of students, by HEQCO, as part of our series on the state of differentiation in the Ontario system. This project will examine socioeconomic background, entering marks, graduation rates and graduate outcomes.

Our commitment is to envision and describe long-term improvements that are foundational, not just incremental and marginal, and that may take up to a decade to implement fully. In our research priorities, we are aligned with the provincial government's mandate for MTCU – to ensure an accessible, high-quality and sustainable postsecondary education system.

HEQCO publishes more research than ever before

It was a busy year for HEQCO. Not only did we have 103 projects underway, we also published 44 reports and 32 blogs, the most publications and blogs in a given year so far.



Some publications of note include:

- "Male students in higher education: we need a conversation," a blog by Joe Henry from Sheridan College, which discusses the issues and challenges male students are facing on campus.
- Gearing up for its annual conference, "Hands On: Exploring apprenticeship and the skilled trades," HEQCO published a series of papers on the apprenticeship system in Ontario and beyond. One of those, the @ Issue paper "Apprenticeship in Ontario:

An Exploratory Analysis" provides an overview of the apprenticeship system in Ontario by examining the historical evolution of the province's apprenticeship model, typical pathways, legislation and the key issues affecting it today. Since 2000, registrations for new apprenticeships have increased nearly every year in Ontario and Canada, but the report finds that completion rates have not kept pace with registrations. Less than half of Ontario's registered apprentices are completing the requirements of their program within two years of their expected completion date. The report was written by HEQCO researchers Erica Refling and Nicholas Dion.

- "Learning Outcomes Assessment: A Practitioner's Handbook" is a step-by-step resource to help faculty, staff, academic leaders and educational developers design, review and assess program-level learning outcomes. The handbook explores the theory, principles, reasons for and methods behind developing program-level learning outcomes; emerging developments in assessment; and tips and techniques to build institutional culture, increase faculty involvement and examine curriculum-embedded assessment. It also includes definitions, examples, case studies and recommendations that can be tailored to specific institutional cultures. The report was written by Lori Goff, Michael K. Potter, Eleanor Pierre, Thomas Carey, Amy Gullage, Erika Kustra, Rebecca Lee, Valerie Lopes, Leslie Marshall, Lynn Martin, Jessica Raffoul, Abeer Siddiqui and Greg Van Gastel.
- "Canadian Postsecondary Performance: Impact 2015," by Harvey P. Weingarten, Martin Hicks, Linda Jonker, Carrie Smith and Hillary Arnold with contributions from HEQCO interns Jeremy Henderson and Emily Michailidis, is a comprehensive analysis of Canadian postsecondary education system outcomes along three dimensions and 34 indicators. The report finds that Ontario and Nova Scotia are top performers overall despite lower per-student operating costs, while other provinces that spend the same or in some cases considerably more money achieve average or below average performance. The report also includes an interactive web tool that allows users to select indicators and focus on outcomes that are most meaningful to their specific province or interests to see how this might recalibrate the results.

For a complete list of reports and blogs we published in 2014/15, see Appendix C.

MEETING OUR

GOAL 2:

SUSTAINED ENGAGEMENT WITH LEADERS WORLDWIDE IN HIGHER EDUCATION RESEARCH, POLICY AND PRACTICE

GOALS

Many of Ontario's postsecondary challenges are shared by jurisdictions worldwide. By increasing its partnerships and affiliations with world-leading higher education and research organizations, HEQCO helps Ontario harness the best thinking available on issues relevant to postsecondary education. These global relationships also benefit the many communities of practice that have emerged through our research activities.

HEQCO has developed solid working relationships with MTCU, as well as all 44 Ontario colleges and universities, at both the faculty and administrative level. We have achieved this by working on research issues that have value to the sector, building trust and credibility in our research capacity, and creating an accessible and transparent research and policy agenda.

HEQCO establishes research partnerships

HEQCO established formal research partnerships with the following organizations during the 2014/15 fiscal year:

- Education Research Policy Initiative, labour market outcomes
- Employment and Social Development Canada, learning and skills development
- Ontario College of Trades, development of a resource guide for prospective apprentices
- Ontario Council on Articulation and Transfer, study and application of learning outcomes
- People for Education, defining and measuring educational quality ("Measuring What Matters" project)

HEQCO hosts important events

In 2014/15, we convened eight events on higher education issues. Of those, our fifth annual conference, "Hands on: Exploring apprenticeship and the skilled trades" on November 5-6, 2014, was a huge success. With over 200 leaders in education, government, labour and industry, the event examined the most pressing issues in apprenticeship and the skilled trades, from the skills gap to Germany's dual-system model, from barriers for women to successful public-private partnerships. Videos, session summaries and other highlights from the conference are available at heqco.ca.

We also initiated a webinar series called "Measuring matters: Assessing learning outcomes in higher education." In colleges and universities, learning outcomes are quickly becoming the norm in a high-quality, accountable and flexible postsecondary education system. But learning outcomes are only meaningful if they are measurable. This series provides evidence-based best practices for developing effective outcomes assessment programs at institutions and features researchers from HEQCO's Learning Outcomes Assessment Consortium, as well as guest experts. Our first webinar, "Getting started: Who's doing what and why you should care," took place on March 30, 2015 and drew over 400 participants from around the world. Video from the webinar, slides and resources are available at heqco.ca.

HEQCO continues to strengthen our relationships with area organizations and institutions involved in work relevant to our research. In 2014/15, HEQCO continued its "lunch and learn" sessions, where we invite staff to hear from speakers who highlight their work. Over the last five years we have heard from approximately 60 individuals in the educational, civic, business, government and community sectors.

For a complete list of events hosted by HEQCO in 2014/15, see Appendix D.

HEQCO presents at educational conferences worldwide

Presentations by senior executives and staff are increasing steadily, with more than 70 in the last fiscal year. Most speaking engagements took place in Ontario, with some in other parts of Canada and a handful around the world.

Spread the word

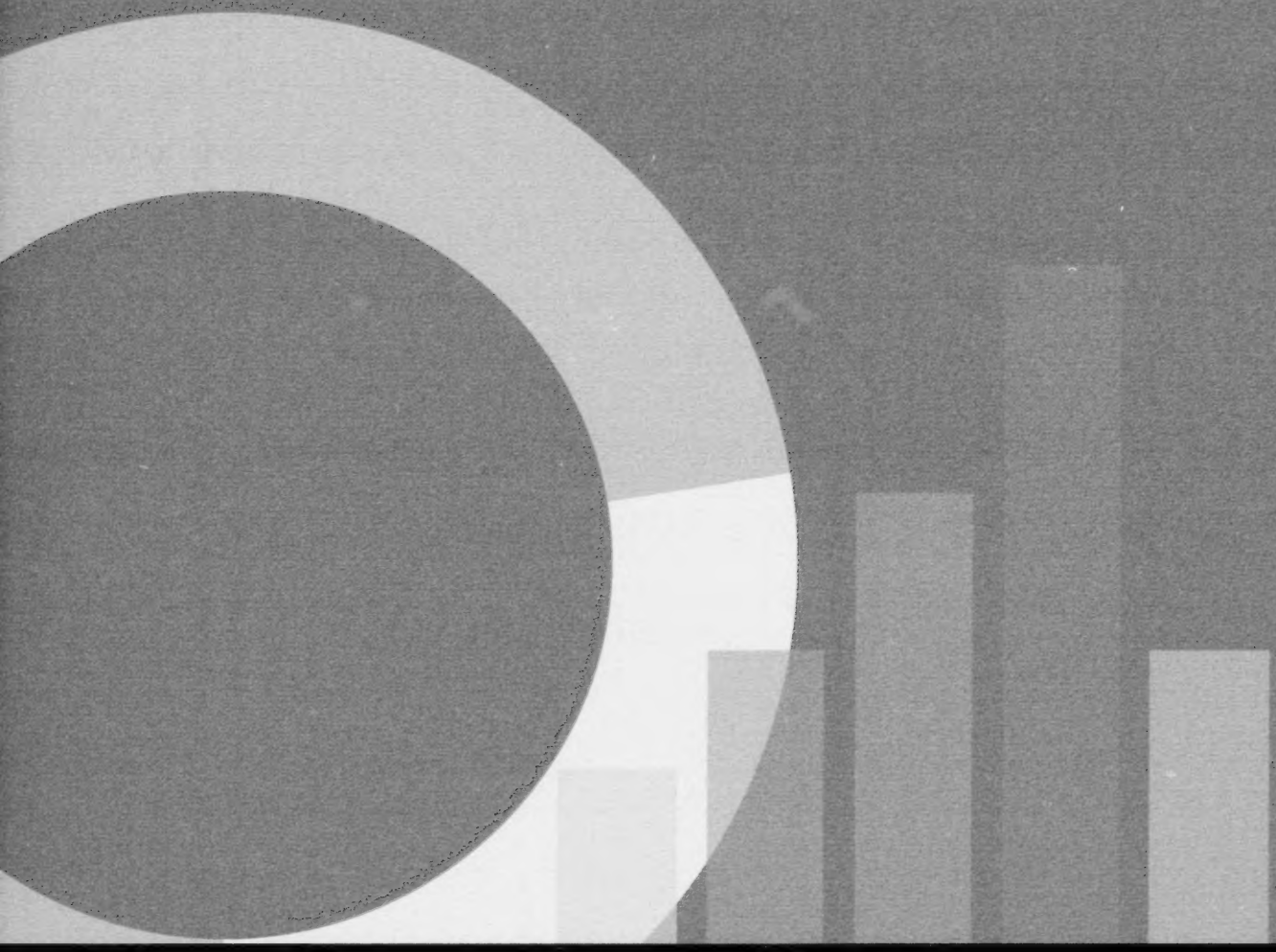
■ Within Ontario ■ Within Canada ■ International

For a complete list of events hosted by HEQCO in 2014/15, see Appendix D.

MEETING OUR

GOAL 3:

ACCESSIBLE AND MEANINGFUL COMMUNICATION



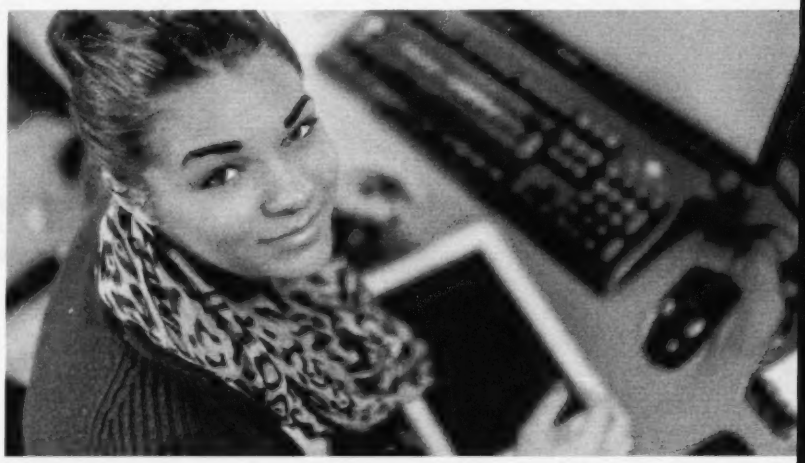
GOALS

Mailing list, social media following and web traffic saw increase

During the last fiscal year, we had more than 67,000 visits to our website. Our stakeholder mailing list grew from less than 2,400 at this time last year to more than 2,750 now, despite having to lose some names as a result of the recently enacted Federal Anti-Spam legislation. Our social media audience grew nearly 30% in the past year, with approximately 1,800 followers on Twitter.

HEQCO initiates new email strategy

In October, we conducted a survey of our stakeholders to better understand their interests and needs. We received over 350 responses and the message was clear: our stakeholders wanted to hear from us once per week. As a result, we initiated a weekly email strategy using a newsletter style software. The new software allows us to design our emails, add images and track the reach of each email, the locations of our readers, and other important details.

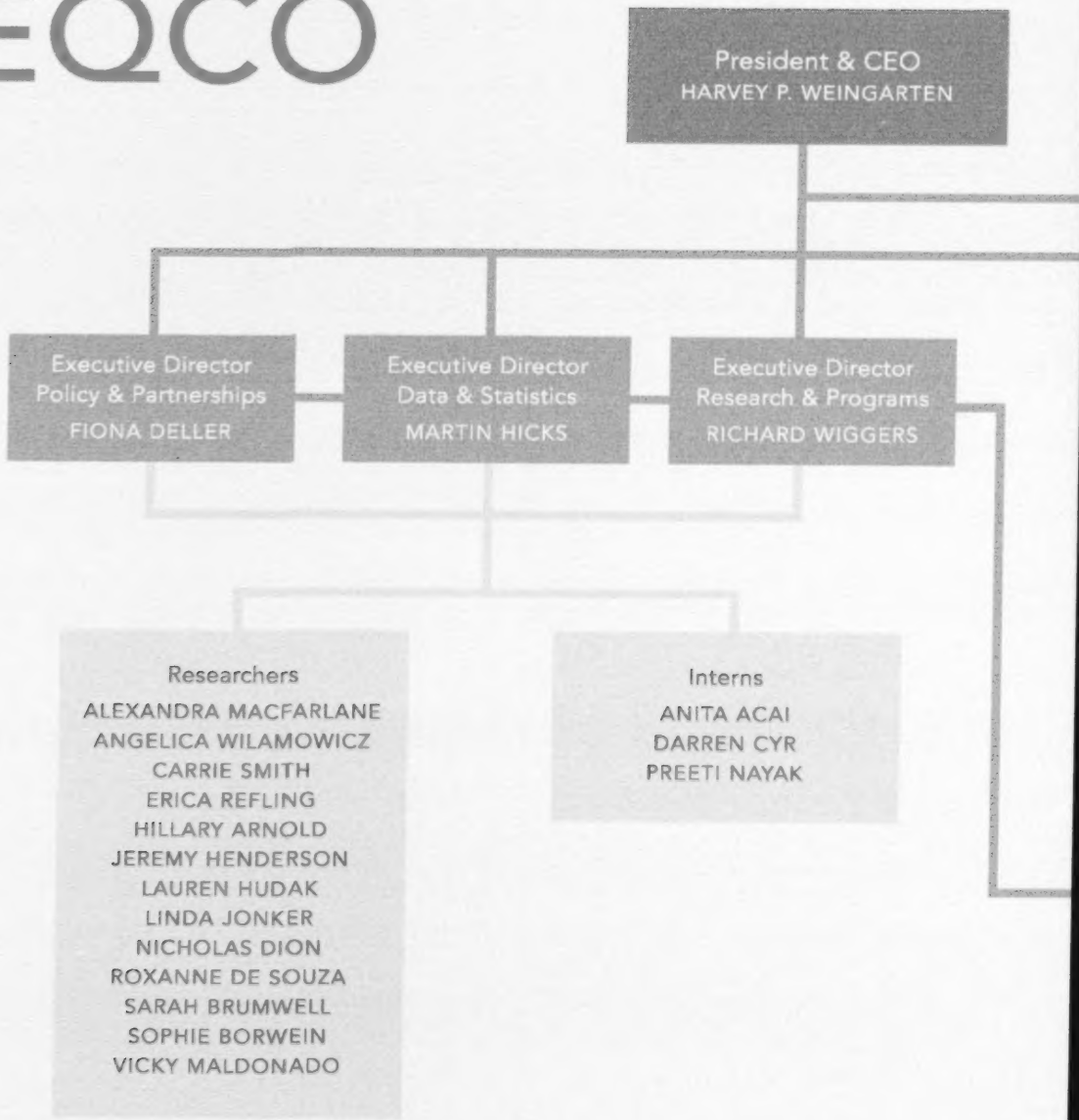


OUTLOOK FOR 2015/16

HEQCO's research priorities remain focused on system design, learning outcomes and access, with growing recognition from other education sectors and jurisdictions of HEQCO's expertise and authority in these areas. For example, the coming fiscal year will include learning outcomes initiatives that embrace the K-12 sector, the Province of New Brunswick and the US-based National Institute for Learning Outcomes Assessment. Our foundational work in differentiation and outcomes-based funding will inform MTCU's review of the postsecondary funding formula and on-going discussions with colleges and universities following on the Strategic Mandate Agreements.

More broadly, through its research and conference planning, HEQCO is exploring transition points through the education continuum, identifying areas of common concern at each stage of the learning process to improve educational access, enhance quality and ensure that Canadians have the knowledge and skills they need for success.

WE ARE HEQCO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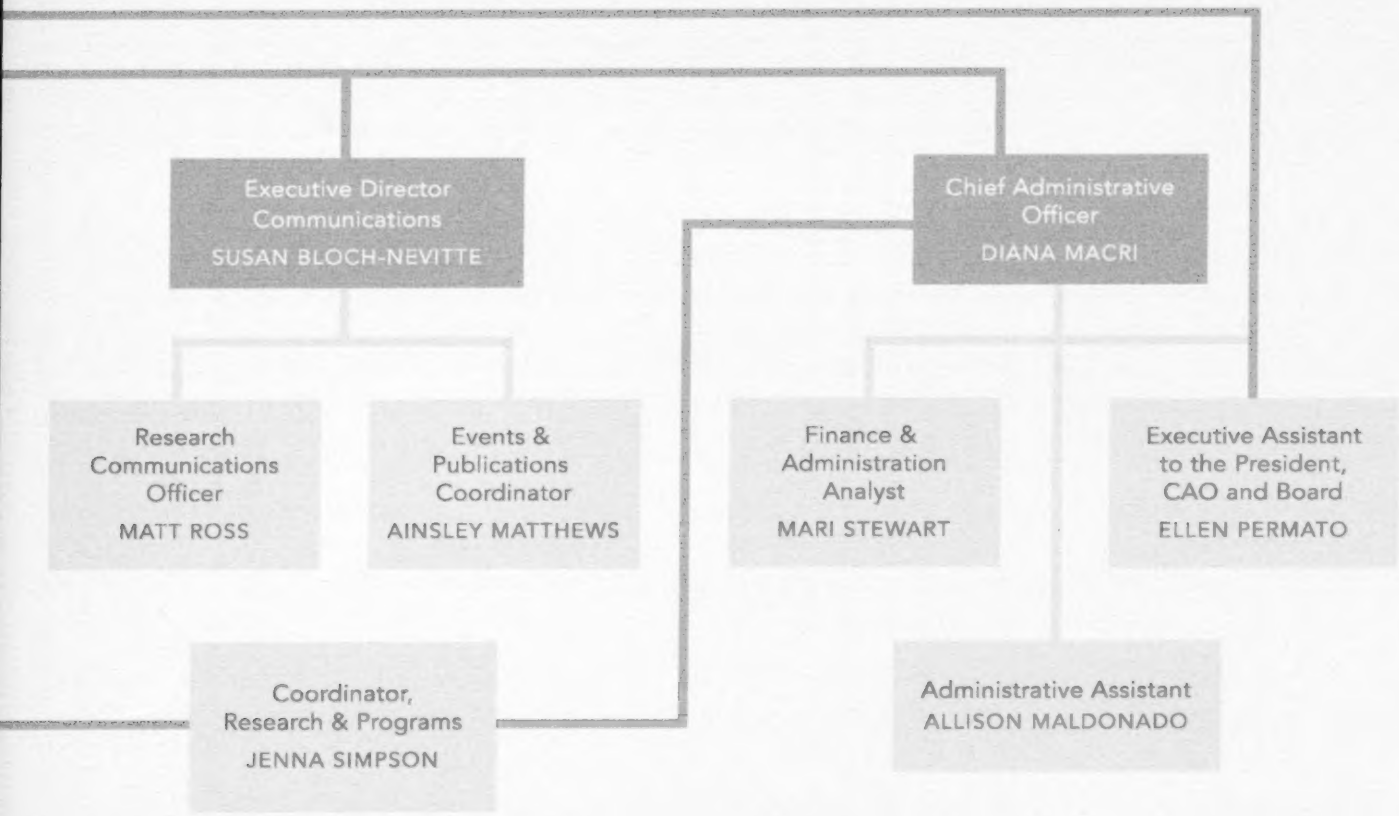
HARVEY P. WEINGARTEN
Executive Director
Policy & Partnerships
FIONA DELLER
Executive Director
Data & Statistics
MARTIN HICKS
Executive Director
Research & Programs
RICHARD WIGGERS
Researchers
ALEXANDRA MACFARLANE
ANGELICA WILAMOWICZ
CARRIE SMITH
ERICA REFLING
HILLARY ARNOLD
JEREMY HENDERSON
LAUREN HUDAK
LINDA JONKER
NICHOLAS DION
ROXANNE DE SOUZA
SARAH BRUMWELL
SOPHIE BORWEIN
VICKY MALDONADO
Interns
ANITA ACAI
DARREN CYR
PREETI NAYAK


Executive Director
Communications
SUSAN BLOCH-NEVITTE
Chief Administrative
Officer
DIANA MACRI
Research
Communications
Officer
MATT ROSS
Events &
Publications
Coordinator
AINSLEY MATTHEWS
Finance &
Administration
Analyst
MARI STEWART
Executive Assistant
to the President,
CAO and Board
ELLEN PERMATO
Coordinator,
Research & Programs
JENNA SIMPSON
Administrative Assistant
ALLISON MALDONADO

BOARD OF DIRECTORS

HEQCO's board of directors is responsible for setting the overall strategic direction of the Council and ensuring that Council activities remain firmly aligned with its mandate. To meet these responsibilities, the board works closely with management to develop and approve the organization's annual business plan and budget. Board members are appointed by the Lieutenant Governor in Council pursuant to the Higher Education Quality Council of Ontario Act, 2005.

2014/15 brought a number of changes to HEQCO's board of directors. We said goodbye to two members: Elizabeth Dowdeswell resigned in June to became the Lieutenant Governor, Her Majesty's Representative to Ontario, and Richard Dicerni resigned in September to be named the new Deputy Minister of Executive Council for Alberta Premier Jim Prentice. Cindy Dundon Hazell replaced Her Honour Elizabeth Dowdeswell as interim chair and we welcomed a new member, Denis Mayer, former associate vice president of student affairs at Laurentian University to the board of directors in January.

Board members draw upon their distinguished backgrounds in business, academia and government to guide and support the success of HEQCO's initiatives.

Cindy Dundon Hazell

Interim Chair, Board of Directors

Term: 18 August 2014 –

Member, Board of Directors

Term: 23 January 2013 – 22 January 2014

Reappointment: 23 January 2014 – 22 January 2017

Cindy Dundon Hazell, Professor Emeritus at Seneca College, was the College's Vice-President Academic from 2001 to 2012. Ms. Hazell joined the faculty at Seneca in 1980 and has since served as Chair (Centre for Independent Learning), Dean of Continuing Education, Dean of Business and, most recently, as the College's Senior Vice-President. Ms. Hazell has served on numerous internal and external committees, including two provincial negotiating teams for the Ontario Council of Regents. She is a past Chair and Treasurer of the Ontario Colleges' Coordinating Committee of Vice-Presidents Academic; past Chair, Heads of Business; past Chair, Heads of Continuing Education; and past Chair, Vice-Presidents Academic, Polytechnics Canada. Ms. Hazell currently serves as a Director for the Ontario Council for Articulation and Transfer (ONCAT) Board. She holds an Honours Bachelor of Commerce, a Master of Education (Higher Education), and is currently pursuing her PhD in Higher Education at the Ontario Institute for Studies in Education/University of Toronto, with a focus on system design.

Elizabeth (Liz) Dowdeswell, O.C.

Chair, Board of Directors

Term: 24 October 2012 – 28 August 2015

Resigned: 26 June 2014

Elizabeth Dowdeswell is president and CEO of the Council of Canadian Academies, an independent, not-for-profit corporation that supports the development of evidence-based public policy in Canada. Through assessments and reports by independent, multidisciplinary panels of expert volunteers, the Council of Canadian Academies tackles complex issues of social importance, linking the contributions of science and technology to public policy.

Ms. Dowdeswell was the founding president and CEO of Canada's Nuclear Waste Management Organization, where her work resulted in a government decision on the long-term management of Canada's used nuclear fuel. She is the former executive director of the United Nations Environment Program and Under-Secretary General of the United Nations. As assistant deputy minister of Environment Canada she was responsible for Atmospheric Environment Service, including negotiating the Framework Convention on Climate Change. She has also led a number of public inquiries, including into Canada's unemployment benefits program and federal water policy. Her early career included terms as deputy minister of culture and youth for the Province of Saskatchewan, educational consultant, university lecturer and high school teacher.

Appointed an Officer of the Order of Canada in June 2012, Ms. Dowdeswell serves on the boards of several corporations and is an advisor to a number of not-for-profit organizations.

Richard Dicerni

Member, Board of Directors

Term: 23 January 2013 – 22 January 2014

Reappointment: 23 January 2014 – 22 January 2017

Resigned: 16 September 2014

Richard Dicerni retired as Deputy Minister of Industry Canada in 2012. He is currently a director of Holcim (Canada) Inc. and Desjardins Financial Security. He is also Adjunct Professor of Research at the Ivey Business School. Born in Montreal, Mr. Dicerni received his BA in 1969 from Université de Montréal and an MPA from Harvard in 1981. Mr. Dicerni worked for the federal government from 1969 to 1992. In 1992 he joined the Government of Ontario as Deputy Minister of Environment and Energy; in 1995 he assumed the position of Deputy Minister, Education and Training. In 1998 he was appointed Senior Vice President at Ontario Power Generation (OPG). He stayed at OPG for seven years and led the company between 2003 and 2005. He has served on the boards of Trent University, the Credit Valley Hospital, Atomic Energy of Canada Ltd (AECL) and the Public Policy Forum.

Michael Hill

Member, Board of Directors

Term: 11 June 2011 – 10 June 2014

Reappointment: 22 October 2014 – 21 October 2017

Michael Hill was named to the HEQCO board in June 2011 for a three-year term. He is the first president emeritus of Northern College of Applied Arts and Technology and a 30-year veteran of the Canadian community college system. He served as president of Northern College in northeastern Ontario from 1999 to 2009. Previously, he was president of Northwest Community College in British Columbia. He received his undergraduate degree in psychology from the University of Victoria and his master's in psychology from the University of Manitoba. He is working toward his doctorate in education from Uppsala University, Sweden, where he specializes in structuring and organizing educational offerings in remote and developing regions. In a career dedicated to postsecondary education, Hill was involved in the successful lobby to start a new university in northern British Columbia. In 1991, he was seconded to work with the new University of Northern British Columbia to develop a working model for the regional character of the university. He was a participant in an international group working in service to the Omega University Project in Sweden from 1992 to 1995. In 1995, he was seconded by the Government of British Columbia to serve as the interim inaugural president and CEO

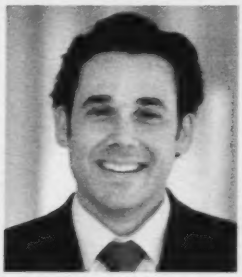
of Royal Roads University. He also served as an advisor to the University of the Highlands and Island Projects in Inverness, Scotland while on sabbatical in 1997/98. In 2001, he was named to the Rural and Remote Colleges Task Force of the Association of Canadian Community Colleges, responsible for improving access to postsecondary education and training in rural and remote Canada to ensure on-going social and economic development.

Denis Mayer
Member, Board of Directors
Term: 5 January 2015 – 4 January 2017

Denis Mayer, former associate vice president of student affairs at Laurentian University, has been appointed to the board of directors at the Higher Education Quality Council of Ontario (HEQCO) for a two-year term.

Mayer held the student affairs post from 1996 to 2013. Prior to that, he was the director of continuing education at Laurentian, where he was involved in distance and online learning regionally, provincially and nationally. He began his career in continuing education at Canadore College and is a former consultant for the Ministry of Culture and Recreation. He has also served as chair of the board for the Ontario Council for University Lifelong Learning, the Canadian Virtual University and the Canadian Association for Distance Education, as well as a board member of Contact North.

He recently received an honorary membership in the Canadian Association for Continuing University Education and the leadership award from the Canadian Network for Innovation in Education. His community service includes volunteering at the Sudbury Chamber of Commerce, United Way-Centraide, World Youth Days, Ontario Summer Games and the Canadian Games for the Physically Disabled. He is completing a PhD in interdisciplinary studies at Laurentian, with a focus on first-generation students.



Mark Stabile
Member, Board of Directors
Term: 7 August 2013 – 6 August 2016

Mark Stabile is founding director of the School of Public Policy and Governance at the University of Toronto and a professor of business economics and public policy at the Rotman School of Management, University of Toronto. He is also a research associate at the National Bureau of Economic Research, Cambridge, Massachusetts, and a visiting professor at the London School of Economics and Political Science. From 2003-2005 he was the senior policy advisor to the Ontario minister of finance, where he worked on health, education and tax policy. He is the recipient of the Carolyn Tuohy award in public policy, the John Polanyi Prize

in economics, and the Harry Johnson Prize from the Canadian Economics Association. His recent work focuses on the economics of child health and development, child mental health, health care financing, and tax policy and health insurance. He has advised the governments of Canada and Ontario, among others, on health care reform and programs to reduce child poverty. He is co-editor of *Exploring Social Insurance: Can a Dose of Europe Cure Canadian Health Care Finance*, published in 2008 by McGill-Queen's University Press. He serves on the advisory board for Canada 2020. Professor Stabile received his Ph.D. from Columbia University and his BA from the University of Toronto.

Chris Monahan

Member, Board of Directors (non-voting member)

Term: 30 May 2012 – 29 May 2015

Chris Monahan is the Director of the Research and Planning Branch at the Ministry of Training, Colleges and Universities. He has worked at the Ministry since 2005, and previously held positions at the Ministry of Economic Development and Trade as Director of the Business Cluster Policy Secretariat and in the Fiscal Planning Branch at the Ministry of Finance. Originally from Nova Scotia, Chris is a graduate of the University of Toronto and Yale University. Chris is married to Ashley McCall, who works at the Ministry of Tourism, Culture and Sport, and they have two children, Clare (born in 2000) and Colin (born in 2002).

FINANCIAL STATEMENTS

PricewaterhouseCoopers LLP, May 26, 2015

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of Higher Education Quality Council of Ontario

We have audited the accompanying financial statements of Higher Education Quality Council of Ontario, which comprise the statement of financial position as at March 31, 2015 and the statements of operations, changes in net debt and cash flows for the year then ended, and the related notes, which comprise a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Higher Education Quality Council of Ontario as at March 31, 2015 and the results of its operations, its remeasurement gains and losses, changes in its net debt and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

PricewaterhouseCoopers LLP

Chartered Professional Accountants,
Licensed Public Accountants

STATEMENT OF FINANCIAL POSITION

As at March 31, 2015

	2015 $	2014 $
Financial Assets		
Cash	1,183,561	942,854
HST receivable	52,994	26,625
Accounts receivable	422	-
Interest receivable	1,044	819
	1,238,021	**970,298**
Liabilities		
Accounts payable and accrued liabilities	1,203,359	994,209
Due to Ministry of Training, Colleges and Universities (note 3)	69,282	46,638
Deferred capital contributions (note 4)	147,202	150,688
	1,419,843	**1,191,535**
Net Debt	**(181,822)**	**(221,237)**
Non-Financial Assets		
Tangible capital assets (note 5)	147,202	150,688
Prepaid expenses	34,620	70,549
	181,822	**221,237**
Accumulated surplus	-	-
Commitments (note 8)		

Approved by the Board

DIRECTOR

DIRECTOR

The accompanying notes are an integral part of these financial statements.

STATEMENT OF OPERATIONS

For the year ended March 31, 2015

	Budget 2015 $	Actual 2015 $	Actual 2014 $
Revenue			
Provincial funding	5,000,000	4,872,122	5,038,170
Amortization of deferred capital contributions (note 4)	58,800	62,082	82,317
Interest income	9,500	10,549	9,772
	5,068,300	**4,944,753**	**5,130,259**
Expenses (note 6)			
Governance	548,600	540,760	553,069
Research	4,305,400	4,203,539	4,361,556
Administration	214,300	200,454	215,634
	5,068,300	**4,944,753**	**5,130,259**
Surplus for the year	-	-	-
Accumulated surplus - Beginning of year	-	-	-
Accumulated surplus - End of year	-	-	-

STATEMENT OF CHANGES IN NET DEBT

For the year ended March 31, 2015

	Budget 2015 $	Actual 2015 $	Actual 2014 $
Net debt - Beginning of year	**221,237**	**251,237**	**251,432**
Acquisition of tangible capital assets	-	58,596	19,941
Amortization of tangible capital assets	(56,886)	(62,082)	(82,317)
Disposition of tangible capital assets	-	5,600	-
Other adjustments - prepaid expenses	-	(35,929)	32,181
Writeoff of tangible capital assets	-	(5,600)	-
Net debt - End of year	**164,351**	**181,822**	**221,237**

STATEMENT OF CASH FLOWS

For the year ended March 31, 2015

	2015 $	2014 $
Cash (used in) provided by		
Operating activities		
Surplus for the year	-	-
Items not involving cash		
Amortization of deferred capital contributions	(62,082)	(82,317)
Amortization of tangible capital assets	62,082	82,317
Change in non-cash operating items		
HST receivable	(26,369)	15,864
Interest receivable	(225)	107
Accounts receivable	(422)	589
Prepaid expenses	35,929	(32,181)
Accounts payable and accrued liabilities	209,150	(167,308)
Deferred revenue	-	-
Due to Ministry of Training, Colleges and Universities	22,644	(23,840)
	240,707	**(206,769)**
Capital activities		
Acquisition of tangible capital assets	(58,596)	(19,941)
Financing activities		
Contributions for tangible capital assets	58,596	19,941
Increase (decrease) in cash for the year	**240,707**	**(206,769)**
Cash - Beginning of year	**942,854**	**1,149,623**
Cash - End of year	**1,183,561**	**942,854**

1. The organization

Formation and status

The authority to create the Higher Education Quality Council of Ontario (the council) was established in the Higher Education Quality Council of Ontario Act, 2005 (the Act). The council is a Crown Agency of the Ministry of Training, Colleges and Universities (MTCU) and is classified as an operational services agency.

The Higher Education Quality Council is a corporation without share capital and is not subject to the Corporations Act or the Corporation Information Act. The council is subject to section 132, subsection 134(1) and section 136 of The Business Corporations Act. As an agent of the Crown, the council is not subject to income tax.

The council is, and exercises its powers only as an agent of the Crown. Limits on the council's ability to undertake certain activities are set out in both the Act and The Memorandum of Understanding between the council and MTCU dated December 6, 2006 and as renewed in The Memorandum of Understanding dated January 9, 2013.

Council operations

The objective of the council is to assist the Minister of Training, Colleges and Universities in improving all aspects of the post-secondary education sector, including improving the quality of education provided in the sector, access to post-secondary education and accountability of post-secondary educational institutions.

The council is governed by a Board of Directors who is appointed by Order-in-Council.

2. Summary of significant accounting policies

The financial statements of the Higher Education Quality Council of Ontario are the representations of management prepared in accordance with Canadian generally accepted accounting principles established by the Public Sector Accounting Board. No statement of remeasurement gains or losses has been presented as no remeasurement gains or losses have occurred during the year.

Accounting policies followed by the council are as follows:

Accrual basis of accounting

Revenue and expenses are reported on the accrual asis of accounting. The accrual basis of accounting recognizes revenues in the period in which the transactions or events occurred that give rise to the revenue; expenses are recognized in the period the goods or services are acquired, a legal liability is incurred or transfers are due.

Government transfer payments

The council is funded solely by the Province of Ontario in accordance with budget arrangements established by MTCU. These financial statements reflect agreed funding arrangements approved by the MTCU.

Government transfer payments from the MTCU are recognized in the financial statements in the year in which the payment is authorized and the events giving rise to the transfer occur, performance criteria are met, and reasonable estimates of the amount can be made.

Allocation of expenses

The council engages in providing research, support and advocacy for improvement of all aspects of the post-secondary education sector. The cost of each object includes salaries and benefits, research activities, consulting contracts and other operating expenses that are directly related to providing the services. Salaries and benefits are allocated to governance, research and administration based on the activity to which they relate or benefit. Research related contracts and projects have been allocated to research. Other operating expenses have been charged to governance, research and administration based on head count at year-end.

Deferred contributions

Certain amounts, including transfer payments from the MTCU, are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the completion of specific work. Funding is only recognized as revenue in the fiscal year the related expenses are incurred or services performed.

Any amounts received that are used to fund the acquisition of tangible capital assets are recorded as deferred capital contributions and are recognized over the useful life of the asset reflective of the provision of its services. Deferred capital contributions are amortized into revenue in accordance with the amortization policy applied to the related capital asset recorded.

Tangible capital assets

Tangible capital assets are recorded at historical cost. The cost of tangible capital assets contributed is recorded at the estimated fair value on the date of contribution. Where an estimate of fair value cannot be made, the tangible capital asset would be recognized at nominal value.

Maintenance and repair costs are recognized as an expense when incurred. Betterments or improvements that significantly increase or prolong the service life or capacity of a tangible capital asset are capitalized. Computer software licence fees are recognized as an expense when incurred.

Tangible capital assets are stated at cost less accumulated amortization. Tangible capital assets are amortized on a straight-line basis over their estimated useful lives as follows:

Computer equipment 3 years
Furniture and equipment 5 years
Leasehold improvements life of lease

Expenditures for tangible capital assets that are less than $1,000 are expensed as incurred.

The council reviews the carrying amount, amortization and useful lives of its capital assets regularly. If the capital asset no longer has any long-term service potential to the council, the excess of the net carrying amount over any residual value is recognized as an expense in the statement of operations.

Financial assets and liabilities

The council initially measures its financial assets and liabilities at fair value. The council subsequently measures all its financial assets and financial liabilities at amortized cost. Changes in fair value are recognized in the statement of operations.

Financial assets measured at amortized cost include cash and accounts receivable. Financial liabilities measured at amortized cost include accounts payable and accrued liabilities.

Leases, rent expense and deferred lease inducements

Leases are accounted for as operating leases wherein rental payments are initially recorded in the statement of operations and are adjusted to a straight-line basis over the term of the related lease. The difference between the straight-line rent expense and the rental payments, as stipulated under the lease agreement, is included in accounts payable and accrued liabilities.

Use of estimates

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates. Estimates relate primarily to accruals for research contracts and amortization of tangible capital assets and related amortization of capital contributions, which are based on the estimated useful lives of the tangible capital assets.

3. Due to the Ministry of Training, Colleges and Universities

In accordance with the council's Memorandum of Understanding, funding received in excess of expenditures may be required to be repaid and is recorded as due to MTCU.

4. Deferred capital contributions

During the year, the council utilized $58,596 of its MTCU funding (2014 - $19,941) for additional capital asset purchases. The MTCU funds used to purchase these capital assets have been included as part of deferred capital contributions and are to be amortized into revenue on the same basis as the amortization of the purchased assets.

	2015 $	2014 $
Balance - Beginning of year	150,688	213,064
Contributions received	58,596	19,941
Less: Amounts recognized in revenue	62,082	82,317
Balance - End of year	**147,202**	**150,688**

5. Tangible capital assets

	Computer equipment $	Leasehold improvements $	Furniture and equipment $	2015 Total $	2014 Total $
Cost					
Opening balance	168,589	874,727	101,534	1,144,850	1,124,909
Additions	45,256	13,340	-	58,596	19,941
Dispositions	(5,600)	-	-	(5,600)	-
Closing balance	**208,245**	**888,067**	**101,534**	**1,197,846**	**1,144,850**
Accumulated amortization					
Opening balance	153,448	776,289	64,425	994,162	911,845
Current year amortization	17,489	32,880	11,713	62,082	82,317
Writeoff dispositions	(5,600)	-	-	(5,600)	-
Closing balance	**165,337**	**809,169**	**76,138**	**1,050,644**	**994,162**
Net book value	**42,908**	**78,898**	**25,396**	**147,202**	**150,688**

6. Expenses by object

	Governance $	Research $	Administration $	2015 Total $	2014 Total $
Salaries and benefits	437,895	1,826,943	165,232	2,430,070	2,408,290
Research activities	-	1,763,199	-	1,763,199	1,917,280
Consulting contracts	-	-	-	-	7,919
Other operating expenses	102,865	613,397	35,222	751,484	796,770
	540,760	**4,203,539**	**200,454**	**4,944,753**	**5,130,259**

7. Pension agreements

The council makes contributions on behalf of its staff to the Public Service Pension Plan administered by the Ontario Pension Board, which is a multi-employer plan. The plan is a defined benefit plan, which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The contribution rates in 2014/2015 were 6.40% of the Year's Maximum Pensionable Earnings (YMPE) plus 9.50% on earnings above the YMPE.

Contributions in the amount of $101,355 (2014 - $113,099) are included in expenses in the statement of operations, and $17,063 (2014 - $6,580) is included in accounts payable and accrued liabilities.

8. Lease obligations and other commitments

The council entered into a lease of 7,670 rentable square feet of office space on the 24th floor of 1 Yonge Street, Toronto, negotiated by the Ontario Realty Corporation, for a term of five years beginning on May 15, 2007. Rentable square feet increased to 7,717 as a result of the landlord's improvements to meet requirements in the council's lease. Rent is payable monthly.

The council renewed the lease for an additional five years commencing May 15, 2012 and expiring on May 14, 2017. The new net rate is $17.00 per square foot ($15.00 per square foot for May 2007 - May 2012). Minimum lease payments under operating leases are as follows:

	Rent $	Equipment $
2015 - 2016	131,189	5,129
2016 - 2017	131,189	5,129
2017 - 2018	16,399	5,129
2018 - 2019	-	5,129
2019 - 2020	-	4,701
	278,777	**25,217**

The gross rent rate is $34.94 per square foot or $269,632 for the period from January 1, 2015 to Decenber 31, 2015.

Contractual obligations

The council has signed multi-year contracts with academic researchers where deliverables and payments are due over several years up to 2020. The amounts for research services have yet to be provided and are as follows:

	$
2015 - 2016	457,051
2016 - 2017	477,450
2017 - 2018	58,550
2018 - 2019	59,618
2019 - 2020	14,004
	1,066,673

APPENDIX A

Projects underway in 2014/15

The following projects were currently ongoing or initiated in the 2014/15 fiscal year.

Projects Initiated in 2014/15

No.	Project Name	Principal Investigator
1	@ Issue Paper – Apprenticeship in International Perspective: Points of Contrast with Ontario; published	Higher Education Quality Council of Ontario
2	@ Issue Paper – Apprenticeship in Ontario: An Exploratory Analysis; published	Higher Education Quality Council of Ontario
3	The Current State of Learning Outcomes Assessment	Higher Education Quality Council of Ontario
4	A Description of Policies and Practices Regarding International Students in the Ontario Postsecondary System	Wilfrid Laurier University
5	Affiliated University Colleges and how they Contribute to Differentiation	David Trick and Associates
6	Apprenticeship Resource Guide	Higher Education Quality Council of Ontario
7	Experience Sampling and Diary Application for Pilot Student Time-Use Study	MetricWire
8	Exploring the Keys to Transformation in Postsecondary Access and Retention: Pathways to Meaningful Work and Lives for Youth from Underserved Neighbourhoods	Centennial College
9	The Global Competition for International Students as Future Immigrants: The Role of Ontario Universities in Translating Government Policy into Institutional Practice	York University and University of Guelph
10	A Historical Analysis of HEQCO-Commissioned Research	Academica Group
11	An Internet-Based Prevention: Program to Promote the Academic Success of Students (PASS)	University of Ottawa
12	Location Sampling and Diary Application for Pilot Student Time-Use Study	Chronos Mobile Technologies
13	Measuring the Economic Impact of Postsecondary Institutions	KPMG LLP
14	Ontario PSE Recruitment and Retention of Under-represented Groups	University of Windsor

Projects Initiated in 2014/15

No.	Project Name	Principal Investigator
15	Providing High-Quality Work Integrated Learning Opportunities in Ontario Colleges and Universities: Toolkit Development and Evaluation	University of Toronto
16	Q Success: Supporting Under-represented Students in Transition	Queen's University
17	The Role of Intermediary Bodies in Enhancing Quality and Sustainability in Higher Education; published	David Trick and Associates
18	Sessional, Part-time and Non-Full-time Faculty at Ontario's Colleges and Universities	Academica Group
19	Social-Belonging Interventions: A Randomized Controlled Trial	University of Waterloo
20	Still Worth It After All These Years; published	Higher Education Quality Council of Ontario
21	Student Differentiation Project	Higher Education Quality Council of Ontario
22	Student Recruitment Survey on Research Redesign of the PSE System	Academica Group
23	Tri-Council Research Funding Project	Higher Education Quality Council of Ontario
24	Using Future Authoring to Improve Student Outcomes	Educational Policy Research Initiative
25	Using Predictive Modeling for Students At-Risk of Leaving College to Drive Early Alert & Intrusive Advising Interventions	Mohawk College
26	What are Ontario's Universities Doing to Decrease Underrepresentation?	University of Toronto
27	Writing Assignments and Instruction in Ontario Publicly Funded Universities: A Case Study of Three Universities	Wilfrid Laurier University

Ongoing Projects from Previous Fiscal Years

No.	Project Name	Principal Investigator
1	@ Issue Paper – Emphasizing Numeracy as an Essential Skill; published	Higher Education Quality Council of Ontario
2	@ Issue Paper – Pitfalls and Potential: Lessons from HEQCO-Funded Research on Technology-Enhanced Instruction	Seneca College
3	@ Issue Paper – Social returns: Assessing the benefits of higher education; published	Higher Education Quality Council of Ontario
4	@ Issue Paper – Work and Learning: The Interactions Between Employment and Education	Higher Education Quality Council of Ontario

Ongoing Projects from Previous Fiscal Years

No.	Project Name	Principal Investigator
5	AHELO: The Ontario Experience; published	Higher Education Quality Council of Ontario
6	Alternative Service Learning Placements for Teacher Candidates; published	Nipissing University
7	The Apprentice Retention Program: Evaluation and Implications for Ontario; published	Western University
8	Bridging the Divide, Part 1: What Canadian job ads said; published	Higher Education Quality Council of Ontario
9	Bridging the Divide, Part 2: What Canadian job ads produced; published	Higher Education Quality Council of Ontario
10	Building Capacity to Measure Essential Employability Skills	George Brown College
11	Canada's First Internationally-Recognized University Teaching Certificate Program	University of Windsor
12	Canadian Postsecondary Performance: Impact 2015; published	Higher Education Quality Council of Ontario
13	Clinical Teaching of Interprofessional Child Development Assessment Skills in a Large Group Setting; published	McMaster University
14	Collaborative Learning versus Traditional Tutorials in Large Classes	McMaster University
15	College-University Student Movement Description and Analysis	York University
16	Community Service Learning and Community Based Learning as Approaches to Enhancing University Service Learning; published	York University
17	Cooperation and Competition in Large Classrooms; published	McMaster University
18	Cross-Disciplinary Collaborative Course Design	OCAD University
19	Developing University Literacy and Promoting Academic Success across Disciplines: A Case Study of French-Language University; published	University of Ottawa
20	Development of Analytic Rubrics for Learning Outcomes Assessment	University of Toronto
21	Differentiated Evaluation: An Inclusive Evaluation Strategy Aimed at Promoting Student Engagement and Student Learning in Undergraduate Classrooms; published	University of Ottawa
22	Discovering the Benefits of a First-Year Experience Program for Under-Represented Students	Lakehead University

Ongoing Projects from Previous Fiscal Years

No.	Project Name	Principal Investigator
23	Disrupting the Norms: Towards new understandings of persistence and success in postsecondary education	Humber College
24	Durham College Student Success ePortfolio: Essential Employability Skills Project	Durham College
25	Early Identification and Support Programs for Students at Risk of not completing their Programs: York University/Carleton University	York University
26	The Effects of Developmental Communication Instruction on Language Skills and Persistence at Four Ontario Colleges	Mohawk College
27	The Effects of a Required Faculty Development Program on Novice Faculty Self-Efficacy and Teaching; published	Durham College
28	Employed Adult Learners in Ontario and Canada: Engaged and Disengaged	ESDC and Higher Education Quality Council of Ontario
29	Engaging Students to Think Critically in a Large History Class; published	University of Toronto Mississauga
30	Enhanced Learning of Manipulation Techniques using Force-Sensing Table Technology (FSTT) ; published	Canadian Memorial Chiropractic College
31	Evaluating Critical Thinking and Problem Solving in Large Classes: Model Eliciting Activities for Critical Thinking Development; published	Queen's University
32	Evaluating Essential Skills for Ontario's Tradespeople (ESOT) Project; published	College Sector Committee for Adult Upgrading
33	Evaluating Re-entry Pathway Programs into University for Students from Under-represented Populations	York University
34	Evaluations of the Effectiveness of Modified Peer Instruction in Large Introductory Physics Classes	Ryerson University
35	The Faculty of Arts and Social Sciences Mentor Program	University of Windsor
36	Flexible Apprenticeship Project Evaluation	Durham College
37	The Great Skills Divide: A literature review; published	Higher Education Quality Council of Ontario
38	Impact of Lecture Capture Technology on Teaching and Learning in Three Postsecondary Institutions in Ontario	Carleton University
39	Innovative Practicum Models in Teacher Education: The Benefits, Challenges and Implementation Implications of Peer Mentorship, Service Learning and International Practicum Placements; published	Nipissing University
40	The Inverted Classroom Approach with Enhanced Online Support	University of Toronto

Ongoing Projects from Previous Fiscal Years

No.	Project Name	Principal Investigator
41	The Language of Learning Outcomes: Definitions and Assessments	Higher Education Quality Council of Ontario
42	Learning Outcomes Assessment: A Practitioner's Handbook; published	McMaster University
43	Learning outcomes assessment and program improvement at Queen's University	Queen's University
44	Longitudinal Knowledge Retention in Traditional and Accelerated Course Formats among Freshman and Senior Undergraduates	Brock University
45	Modelling and Simulation for Iterative Design, Verification and Validation in Freshman Engineering	McMaster University
46	Multiple Case Study Evaluation of Postsecondary Bridging Programs for Internationally Educated Health Professionals; published	Western University
47	National Taskforce on the Experiences of Graduate Students	Higher Education Quality Council of Ontario
48	National Transcript and Transfer Standards Guide	Association of Registrars of the Universities and Colleges of Canada
49	Networked Academic Profiles	University of Toronto
50	Ontario Private Career Colleges: An Exploratory Analysis; published	Higher Education Quality Council of Ontario
51	Opportunities for Non-Traditional Pathways to Postsecondary Education in Ontario: Exploring the Dual Credit and School within a College Programs; published	George Brown College
52	The "Other" University Teachers: Non-Full-Time Instructors at Ontario Universities; published	University of Toronto
53	Outcomes of Doctoral Program Graduates: Pilot Test of a Strategy to Measure Outcomes Using Exit and Alumni Surveys; published	Western University
54	Outcomes-based Education Initiatives in Ontario postsecondary education: Case Studies	University of Toronto
55	Outcomes based funding: Current status promising practices and emerging trends; published	Indiana University
56	Piloting the CLA in Ontario; published	Higher Education Quality Council of Ontario
57	Preparing Bachelor of Education Candidates to Teach in Ontario's Northern, Remote and First Nations (FNMI) Communities	Laurentian University
58	Productivity Implications of a Shift to Competency-Based Education: An environmental scan and review of the relevant literature; published	Directions Evidence and Policy Research Group

Ongoing Projects from Previous Fiscal Years

No.	Project Name	Principal Investigator
59	Public Policy on Public Policy Schools; published	Mel Cappe
60	Researching Teaching and Student Outcomes in Postsecondary Education: An Introduction. Second edition; published	Susan Elgie
61	The Role of Planetariums in Promoting Engagement and Learning; published	University of Toronto
62	Rubric to Assess Skills in a College-wide Application	Humber College
63	Scripteur en action! : Modélisation et échafaudage du processus d'écriture d'apprenants de langue à l'ordinateur/Modelling and Scaffolding FL2 Learners' Writing Process at the Computer	University of Ottawa
64	Skilled Trades Advisory Committee	Higher Education Quality Council of Ontario
65	A Spatial Analysis of Ontario Students in the Province's Universities	Higher Education Quality Council of Ontario
66	The State of Entrepreneurship Education in Ontario's Colleges and Universities; published	Ontario Institute for Studies in Education
67	Student Time-Use Study	Academica Group
68	Students Weigh In National Analysis of Results from the 2013 Canadian Graduate and Professional Student Survey	Higher Education Quality Council of Ontario
69	Teacher Candidates' Perceptions of International Practicum Experiences; published	Nipissing University
70	Teacher Candidates' Perceptions of Participating in a Peer Mentorship Practicum Model	Nipissing University
71	Teaching Team Effectiveness in Large Classrooms	University of Toronto
72	Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education; published	Higher Education Quality Council of Ontario
73	Undergraduates Understanding of Skill based Learning Outcomes: Can e-portfolios Help?; published	Brock University
74	Understanding Choice, Transition, and Persistence in Ontario Postsecondary Education; published	McMaster University
75	What is an Internship: An inventory and analysis of internship opportunities available to Ontario postsecondary students; published	University of Toronto
76	Work Integrated Learning in Ontario's Postsecondary Sector: The Pathways of Recent College and University Graduates; published	Academica Group

APPENDIX B

Requests for Proposals Issued in 2014/15

Title	Assignment Summary
14/15-HEQCO-RFP-012 | A Review of the Use of Arm's-length Bodies to Distribute Public Funding for Higher Education	An international review and evaluation of public postsecondary systems that incorporate intermediary bodies, at arm's length to government, to advise on and/or distribute public (government) funding for higher education institutions.
14/15-RFP-013 | Multiple Research Projects on Apprenticeship	A description of the Ontario apprenticeship system, Canada's most innovative apprenticeship training providers and international apprenticeship systems: Lessons for Ontario.
14/15-RFP-014 | Multiple Research Projects	A student policy project with multiple topics: 1. PSE Outreach for Underrepresented Groups 2. International Student Policies 3. Open Topic.
14/15-RFP-015 | A Historical Analysis of HEQCO Commissioned Research	A survey of the knowledge mobilization practices of projects commissioned by HEQCO between 2007 and May 2014, as well as an analysis of the impact of these projects.
14/15-RFP-016 | HEQCO Access and Retention Consortium	A consortium of institutions committed to implementing and evaluating strategies that improve the access and retention of traditionally underrepresented groups.
14/15-RFP-017 | Data Visualization for Performance Indicators 2015	An interactive web-based visualization that presents key elements of the Performance Indicators 2015 report and allows users limited options to manipulate the data to assemble their own custom aggregations of provincial performance.
14/15-RFP-018 | A Research Project on Sessional, Part-Time and Partial-Load Faculty at Ontario's Colleges	Address some of the gaps in the literature and provide insight into the Ontario college sector.
14/15-RFP-019 | Transferrable Skills Assessments and Resiliency	Assessment of transferable skills outcomes, and resilience in particular, would address a research area that has not previously received much attention from HEQCO. It also stands to fill critical gaps in resilience literature, as there is at present virtually no research available on the nature and assessment of resilience among postsecondary students.
14/15-RFP-020 | Learning Outcomes Assessment Consortium Expansion	A call for a second round of applications from colleges and universities that wish to join and contribute to the Learning Outcomes Assessment Consortium.
14/15-RFP-021 | Apprenticeship Resource (Phase 1: Content)	Development and drafting of content that will inform the creation of an online and/or print apprenticeship resource directed towards youth who have decided to become apprentices and are looking for more detailed guidance on next steps.

APPENDIX C

HEQCO Published Research and Blogs in 2014/15

The following research reports and blogs were published in the 2014/15 fiscal year.

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
1	Employed Adult Learners in Ontario and Canada: Engaged and Disengaged	Tomasz Gluszynski and Gugsa Werkneh, ESDC, and Huizi Zhao, Higher Education Quality Council of Ontario	April 1, 2014	Access, Labour Market, Pathways, Under-represented Groups	Research Publication
2	Need To Read: The ROI on degrees, the Skills Gap and Student Debt	Fiona Deller, Higher Education Quality Council of Ontario	April 3, 2014	Misc.	Blog
3	Data in Quarantine	Martin Hicks, Higher Education Quality Council of Ontario	April 8, 2014	Accountability	Blog
4	@ Issue Paper No 18 Social returns: Assessing the benefits of higher education	Lindsay DeClou, Higher Education Quality Council of Ontario	April 15, 2014	Quality	@ Issue Paper
5	AHELO: The Ontario Experience	Mary Catharine Lennon and Linda Jonker, Higher Education Quality Council of Ontario	April 17, 2014	Learning Outcomes, Quality, System Design	Research Publication
6	Piloting the CLA in Ontario	Mary Catharine Lennon, Higher Education Quality Council of Ontario	April 17, 2014	Learning Outcomes, Quality, System Design	Research Publication
7	Enhanced Learning of Manipulation Techniques using Force-Sensing Table Technology (FSTT)	John Triano DC PhD, Dominic Giuliano DC, Marion McGregor DC PhD, Loretta Howard EdD, Canadian Memorial Chiropractic College	April 22, 2014	Quality, Teaching and Learning, Technology	Research Publication
8	Evaluating Critical Thinking and Problem Solving in Large Classes - Model Eliciting Activities for Critical Thinking Development	James Kaupp, Brian Frank and Ann Chen, Queen's University	April 29, 2014	Learning Outcomes, Quality	Research Publication

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
9	Need to Read: Gender, grad employment and grants vs loans	Fiona Deller, Higher Education Quality Council of Ontario	May 1, 2014	Misc.	Blog
10	A happy 50th birthday to Ontario's MTCU	David Trick, David Trick and Associated	May 8, 2014	Misc.	Blog
11	Researching Teaching and Student Outcomes in Postsecondary Education: An Introduction. Second edition	Susan Elgie, in collaboration with Ruth Childs, Nancy E. Fenton, Betty Ann Levy, Valerie Lopes, Karen Szala-Meneok and Richard Dominic Wiggers	May 22, 2014	Teaching and Learning	Handbook and Guide
12	Building the next generation of tradespeople	Sarah Watts-Rynard, Canadian Apprenticeship Forum	May 27, 2014	Access, Labour Market, Quality, System Design	Blog
13	Need to Read: Scottish apprenticeships, Australian budgets and, oh, about those lectures	Fiona Deller, Higher Education Quality Council of Ontario	May 29, 2014	Misc.	Blog
14	The Effects of a Required Faculty Development Program on Novice Faculty Self-Efficacy and Teaching Approach	Ruth Rodgers and Jordanne Christie, Durham College, and Maureen Wideman, The University of Ontario Institute of Technology	June 3, 2014	Quality, Teaching and Learning	Research Publication
15	Time for a "mash up" of industry-relevant skills, theoretical training	Ryan Whibbs, George Brown College	June 5, 2014	Labour Market, Quality, System Design	Blog
16	Innovative Practicum Models in Teacher Education: The Benefits, Challenges and Implementation Implications of Peer Mentorship, Service Learning and International Practicum Placements Summary Report	Maria Cantalini-Williams, Lesley Cooper, Arlene Grierson, Nancy Maynes, Sharon Rich, Mary Lynn Tessaro, Courtney Anne Brewer, Stephen Tedesco and Taunya Wideman-Johnston	June 10, 2014	Quality, Teaching and Learning	Research Publication
17	Teacher Candidates' Perceptions of International Practicum Experiences	Mary Lynn Tessaro, OISE/ University of Toronto, Courtney Anne Brewer, Maria Cantalini-Williams, Nipissing University	June 10, 2014	Quality, Teaching and Learning	Research Publication

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
18	Teacher Candidates' Perceptions of Participating in a Peer Mentorship Practicum Model	Arlene L. Grierson, Taunya Wideman-Johnston, Stephen Tedesco, Courtney A. Brewer, Maria Cantalini-Williams, Nipissing University	June 10, 2014	Quality, Teaching and Learning	Research Publication
19	Alternative Service Learning Placements for Teacher Candidates	Nancy Maynes, Maria Cantalini-Williams, Stephen Tedesco, Nipissing University	June 10, 2014	Quality, Teaching and Learning	Research Publication
20	Need to Read: Access, flexibility and a little disruption	Fiona Deller, Higher Education Quality Council of Ontario	June 12, 2014	Misc.	Blog
21	Productivity Implications of a Shift to Competency-Based Education: An environmental scan and review of the relevant literature	Brian Abner, Oksana Bartosh and Charles Ungerleider, Directions Evidence and Policy Research Group, LLP, with the assistance of Rob Tiffin	June 17, 2014	Quality, Learning Outcomes, Accountability, System Design	Research Publication
22	Tuning: Identifying and Measuring Sector-Based Learning Outcomes in Postsecondary Education	Mary Catharine Lennon, Brian Frank, James Humphreys, Rhonda Lenton, Kirsten Madsen, Abdelwahab Omri and Roddy Turner	June 19, 2014	Quality, Learning Outcomes, Accountability, System Design	Research Publication
23	Opportunities for Non-Traditional Pathways to Postsecondary Education in Ontario: Exploring the Dual Credit and School Within a College Programs	Community Partnerships Office and Academic & Student Affairs Special Research & Evaluation Projects, George Brown College	June 24, 2014	Access, Pathways, Under-represented Groups	Research Publication
24	Undergraduates' Understanding of Skill-Based Learning Outcomes: Can e-Portfolios Help?	Tanya S. Martini and Matt Clare, Brock University	June 26, 2014	Learning Outcomes, Quality, Teaching and Learning, Technology	Research Publication
25	Need to Read: The future of higher ed (again), MOOCs and more	Fiona Deller, Higher Education Quality Council of Ontario	June 26, 2014	Misc.	Blog
26	Closing the gap between education and employment	Anthony Mann, Education and Employers Taskforce (UK)	June 26, 2014	Labour Market, Quality	Blog

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
27	Differentiated Evaluation: An Inclusive Evaluation Strategy Aimed at Promoting Student Engagement and Student Learning in Undergraduate Classrooms	Julie Gosselin and Annie Gagné, University of Ottawa	July 3, 2014	Quality, Teaching and Learning	Research Publication
28	Evaluating Essential Skills for Ontario's Tradespeople (ESOT) Project	Bea Clark and Marti Jurmain, College Sector Committee for Adult Upgrading	July 10, 2014	Access, Labour Market, Learning Outcomes, Quality	Research Publication
29	The "Other" University Teachers: Non-Full-Time Faculty at Ontario Universities	Cynthia C. Field, Glen A. Jones, Grace Karram Stephenson and Artur Khoyetsyan, University of Toronto	July 15, 2014	Accountability, Quality, System Design	Research Publication
30	Male students in higher education: we need a conversation	Joe Henry, Sheridan College	July 17, 2014	Access, Under-represented Groups	Blog
31	The State of Entrepreneurship Education in Ontario Postsecondary Education	Creso Sá, Andrew Kretz and Kristjan Sigurdson, Ontario Institute for Studies in Education, University of Toronto	July 22, 2014	Quality, Teaching and Learning	Research Publication
32	Ontario Private Career Colleges: An Exploratory Analysis	Roger Pizarro Milian and Martin Hicks, Higher Education Quality Council of Ontario	July 24, 2015	Accountability, System Design	Research Publication
33	What is an Internship? Inventory and Analysis of "Internship" Opportunities Available to Ontario Postsecondary Students	Ashley Stirling, Gretchen Kerr, Jenessa Banwell, Ellen MacPherson, Ahad Bandealy and Anthony Battaglia, University of Toronto	July 29, 2014	Accountability, Labour Market, Quality, System Design	Research Publication
34	Accelerating Opportunity builds pathways to marketable credentials	Barbara Endel, Future's Accelerating Opportunity initiative	July 31, 2014	Access, Labour Market, Pathways, Quality, Under-represented Groups	Blog
35	The Role of Planetariums in Promoting Engagement and Learning	Michael Reid, Michael Williams, John Percy, Darren Hoeg, Kelly Lepo, Joanne Nazir and Gregory Paciga, University of Toronto	August 5, 2014	Quality, Teaching and Learning, Technology	Research Publication

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
36	Canadian apprenticeship completions lag far behind registrations	Stewart Kallio, Kallio Consulting	August 17, 2014	Access, Labour Market, System Design	Blog
37	Bring skilled trades and technologies to education discussion	Gail Smyth, Skills Canada – Ontario	August 19, 2014	Access, Labour Market, System Design, Under-represented Groups	Blog
38	Need to Read: Disruption, CBE and U2	Fiona Deller, Higher Education Quality Council of Ontario	August 21, 2014	Misc.	Blog
39	Clinical Teaching of Interprofessional Child Development Assessment Skills in a Large Group Setting	Teresa Carter, Eileen Hanna, Marilyn Swinton, McMaster University	August 26, 2014	Quality, Teaching and Learning	Research Publication
40	Still worth it, after all these years	Martin Hicks, Higher Education Quality Council of Ontario	September 11, 2014	Access, Labour Market, Quality, Under-represented Groups	Blog
41	Assessing critical skills for life and work: duelling anecdotes don't measure up	Harvey Weingarten, Higher Education Quality Council of Ontario	September 16, 2014	Learning Outcomes, Quality	Blog
42	Stardate 68183.1: Ontarians still do not pay the sticker price	Martin Hicks, Higher Education Quality Council of Ontario	September 19, 2014	Access	Blog
43	Ontario the attainment chart-topper — except in the trades	Fiona Deller, Higher Education Quality Council of Ontario	September 23, 2014	Access, System Design, Under-represented Groups	Blog
44	@ Issue Paper No 19 Emphasizing Numeracy as an Essential Skill	Nicholas Dion, Higher Education Quality Council of Ontario	September 25, 2014	Learning Outcomes, Quality	@ Issue Paper
45	Developing University Literacy and Promoting Academic Success across Disciplines: A Case Study of French-Language University Literacy	Sylvie A. Lamoureux, Jean-Luc Daoust, Johanne Bourdages, Marie-Josée Vignola, Alain Malette of the University of Ottawa	September 30, 2014	Quality, Teaching and Learning, Under-represented Groups	Research Publication

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
46	Wrenches and Scalpels	Martin Hicks, Higher Education Quality Council of Ontario	October 7, 2014	Labour Market, System Design	Blog
47	It's time to get serious about improving Canada's colleges and universities	Harvey Weingarten, Higher Education Quality Council of Ontario	October 15, 2014	Accountability, System Design	Blog
48	Assessing Cooperation and Competition in Large Classes	Daniel Brian Krupp, One Earth Future and Queen's University; Joseph Kim, McMaster University; Peter Taylor, Queen's University; and Pat Barclay, University of Guelph	October 21, 2014	Quality, Teaching and Learning	Research Publication
49	Community Service Learning and Community-Based Learning as Approaches to Enhancing University Service Learning	Rhonda Lenton, Robindra Sidhu, Sidak Kaur, Mark Conrad, Brian Kennedy, Yvette Munro, Richard Smith, York University	October 28, 2014	Quality, Teaching and Learning	Research Publication
50	Work-Integrated Learning in Ontario's Postsecondary Sector: The Pathways of Recent College and University Graduates	Julie Peters, Peggy Sattler and Jenna Kelland, Academica Group	November 13, 2014	Labour Market, Quality, System Design	Research Publication
51	Pathways to career-ready math skills	Carolyn Crosby, St. Luke Catholic High School	November 13, 2014	Labour Market, Learning Outcomes, Quality	Blog
52	Engaging Students to Think Critically in a Large History Class	Mairi Cowan, Tyler Evans-Tokaryk, Elaine Goettler, Jeffrey Graham, Christopher Landon, Simone Laughton, Sharon Marjadsingh, Caspian Sawczak and Alison Weir, University of Toronto Mississauga	November 18, 2014	Learning Outcomes, Quality, Teaching and Learning, Technology	Research Publication
53	The Great Skills Divide: A literature review	Sophie Borwein, Higher Education Quality Council of Ontario	November 20, 2014	Labour Market, Quality	Research Publication
54	Bridging the Divide, Part 1: What Canadian job ads said	Sophie Borwein, Higher Education Quality Council of Ontario	November 20, 2014	Labour Market, Quality	Research Publication
55	Bridging the Divide, Part 2: What Canadian job ads produced	Sophie Borwein and Erica Refling, Higher Education Quality Council of Ontario	November 20, 2014	Labour Market, Quality	Research Publication

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
56	Taking Apprenticeship Seriously	David Trick, David Trick and Associates	November 20, 2014	Access, Labour Market, Quality, System Design, Under-represented Groups	Blog
57	Outcomes-based funding: Current status, promising practices and emerging trends	Mary Ziskin, University of Dayton, Don Hossler and Karyn Rabourn, Indiana University, Osman Cekic, Canakkale Onsekiz Mart University and Youngsik Hwang, Indiana University	December 2, 2014	Accountability, Learning Outcomes, Quality, System Design	Research Publication
58	Outcomes-Based Funding: Part 1. Successful models start with psychology 101	Harvey Weingarten, Higher Education Quality Council of Ontario	December 3, 2014	Accountability, Learning Outcomes, Quality, System Design	Blog
59	Outcomes of Doctoral Program Graduates: Pilot Test of a Strategy to Measure Outcomes Using Exit and Alumni Surveys	Linda T. Miller, Crystal Middaugh and Tom Broniewicz, The School of Graduate and Postdoctoral Studies, Western University	December 9, 2014	Labour Market, Quality	Research Publication
60	Bridging the teaching/research divide	Celia Popovic, York University	December 18, 2014	Teaching and Learning	Blog
61	Still Worth It After All These Years	Martin Hicks and Linda Jonker, Higher Education Quality Council of Ontario	January 6, 2015	Access, Labour Market, Quality, Under-represented Groups	Research Publication
62	@ Issue Paper No 20 Apprenticeship in Ontario: An Exploratory Analysis	Erica Refling and Nicholas Dion, Higher Education Quality Council of Ontario	January 13, 2015	Access, Labour Market, Quality, Under-represented Groups	@ Issue Paper
63	@ Issue Paper No 21 Apprenticeship in International Perspective: Points of Contrast with Ontario	Nicholas Dion, Higher Education Quality Council of Ontario	January 20, 2015	Access, Labour Market, Quality, System Design	@ Issue Paper

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
64	The Apprentice Retention Program: Evaluation and Implications for Ontario	Roy Hansen and Catharine Dishke Hondzel, Western University	January 27, 2015	Access, Labour Market, Quality	Research Publication
65	How is Canada's PSE system doing? Probably OK, but it would be useful to have more research to know for sure	Léo Charbonneau, University Affairs	February 3, 2015	Access, Quality	Blog
66	What difference a decade: the view from outside –Reflections on the 'Rae Report' 10 years and a few billion dollars later	Harvey Weingarten, Higher Education Quality Council of Ontario	February 10, 2015	Access, Quality, Accountability, System Design	Blog
67	What difference a decade: the view from inside - Reflections on the 'Rae Report' 10 years and a few billion dollars later	Martin Hicks, Higher Education Quality Council of Ontario	February 10, 2015	Access, Quality, Accountability, System Design	Blog
68	Core skills: We're ready for your close-up	Susan Bloch-Nevitte, Higher Education Quality Council of Ontario	February 17, 2015	Learning Outcomes, Quality	Blog
69	Multiple Case Study Evaluation of Postsecondary Bridging Programs for Internationally Educated Health Professionals	Peggy Sattler, Julie Peters, Ivy Lynn Bourgeault, Victoria Esses, Elena Neiterman, Elaine Dever, Rae Gropper, Christine Nielsen, Jenna Kelland	February 24, 2015	Access, Labour Market, Pathways, Quality, System Design	Research Publication
70	EduData – From the Classroom to the Workplace: Are recent university grads using their skills?	Higher Education Quality Council of Ontario	February 24, 2010	Labour Market, Learning Outcomes	Blog
71	Learning Outcomes Assessment: A Practitioner's Handbook	Lori Goff, Michael K. Potter, Eleanor Pierre, Thomas Carey, Amy Gullage, Erika Kustra, Rebecca Lee, Valerie Lopes, Leslie Marshall, Lynn Martin, Jessica Raffoul, Abeer Siddiqui, Greg Van Gastel	March 10, 2015	Quality, Learning Outcomes, Teaching and Learning	Handbook and Guide

No.	Title	Author(s)	Publication Date	Mandate Area(s)	Type of Publication
72	*The journey to learning outcomes*	*Alexandra MacFarlane, Higher Education Quality Council of Ontario*	*March 10, 2015*	*Learning Outcomes*	*Blog*
73	Canadian Postsecondary Performance: Impact 2015	Harvey P. Weingarten, Martin Hicks, Linda Jonker, Carrie Smith and Hillary Arnold with contributions from HEQCO interns Jeremy Henderson and Emily Michailidis	March 11, 2015	Access, Accountability, Labour Market, Learning Outcomes, Pathways, Quality, System Design, Under-represented Groups	Research Publication
74	Public Policy on Public Policy Schools	Mel Cappe, University of Toronto	March 24, 2015	Access, Accountability, Labour Market, System Design	Research Publication
75	The Role of Intermediary Bodies in Enhancing Quality and Sustainability in Higher Education	David Trick, David Trick and Associates	March 31, 2015	Accountability, Quality, System Design	Research Publication
76	EduData – What percentage of doctoral students feel positive about the quality of support and training they receive for non-academic career options?	Higher Education Quality Council of Ontario	March 31, 2015	Labour Market, Quality, Student Services	Blog

APPENDIX D

HEQCO Events in 2014/15

No.	Name of Event	Date	Location
1	Linking People and Knowledge: Strengthening Ontario's Higher Education Policy Research Community in partnership with the Higher Education Group at OISE and the Ministry of Training, Colleges and Universities (MTCU) *This event focused on building a community of researchers and practitioners to advance policy-based knowledge of Ontario's postsecondary education system.*	April 24, 2014	University of Toronto Toronto, ON
2	Design Thinking workshops *Workshops with students and postsecondary administrators on the possibilities for postsecondary education in the 21st century using a design-based approach*	June 2014	University of Toronto Toronto, ON
3	Hands on: Exploring apprenticeship and the skilled trades *Fourteen sessions examined apprenticeship and the skilled trades – from the skills gap to Germany's dual-system model, from barriers for women to successful public-private partnerships. Leaders in education, government, labour and industry addressed the most pressing issues in the sector.*	November 5-6, 2014	InterContinental Toronto Centre Hotel Toronto, ON
4	CUPA-MTCU-HEQCO Day *Participants gathered to discuss topics of interest including postsecondary education program approvals, national graduate outcomes, and efficiencies in an age of limited resources.*	January 16, 2015	OCAD University Toronto, ON
5	10th Anniversary: Ontario – A Leader in Learning *Celebrating the 10-year anniversary of Ontario: A Leader in Learning. Following a comprehensive review of Ontario postsecondary education led by former Ontario Premier The Honourable Bob Rae, the report would launch a decade of significant investment in Ontario higher education, including the creation of HEQCO.*	February 24, 2015	HEQCO office Toronto, ON
6	Learning Outcomes Symposium *The workshop brought together government officials from across Canada to explore how governments can use the measurement of learning outcomes to improve their higher education systems.*	March 10, 2015	Westin Harbour Castle Toronto, ON

No.	Name of Event	Date	Location
7	Policy Research Projects Symposium *A symposium showcasing recently completed research on higher education policy from our third cycle of Policy Research Projects, undertaken by teams of student researchers from across Ontario. This year's five research teams explored outreach activities that target under-represented groups at both colleges and universities in Ontario; international students in Ontario universities and colleges; and writing assignments and instruction in Ontario universities.*	March 24, 2015	University of Toronto Toronto, ON
8	Learning Outcomes Webinar 1: Getting Started: Who's doing what and why you should care *In 2014/15, HEQCO initiated a series of webinars called "Measuring matters: Assessing learning outcomes in higher education." This first webinar introduced participants to the basics and paved the way for learning how to create and implement assessment tools. It drew over 400 viewers from around the world.*	March 30, 2015	Online

APPENDIX E

HEQCO Speaking Engagements in 2014/15

Presentations by HEQCO staff from April 1, 2014 to March 31, 2015

Ontario: HEQCO staff gave over 60 presentations within Ontario.

1. Wiggers, R. (April 1, 2014) *Learning to Work, Working to Learn: What is the relationship between a PSE credential and a job/career?* Department of Interdisciplinary Studies/Health Studies, University of Toronto Scarborough, Toronto, ON.
2. Wiggers, R. (April 8, 2014) *Postsecondary Pathways for High School Graduates: What Students, Parents and Guidance Counsellors should know about Myth vs. Reality.* University of Toronto Scarborough, Scarborough, ON.
3. Wiggers, R. (April 16, 2014) *Ontario's Higher Education System*, Presentation to delegation from the U.S. National Defense University, HEQCO Boardroom, Toronto, ON.
4. Wiggers, R. (April 24, 2014) *Involving academics in policy research.* HEQCO/MTCU/OISE symposium, "Linking People and Knowledge: Strengthening Ontario's Higher Education Policy Research Community, OISE/University of Toronto, Toronto, ON.
5. Arnold, H., & Smith, C. (April 25, 2014) *2013 CGPSS Results: Assessment Measures and Career Workshops.* Presentation to Northeastern Association of Graduate Schools (NAGS), Toronto, ON.
6. Wiggers, R. (April 28, 2014) *Teaching and Learning in a time of transition at Ontario colleges.* Common Block Development, Sir Sandford Fleming College, Peterborough, ON.
7. Wiggers, R. (May 1, 2014) *The results of five years of research on Work-Integrated Learning (WIL) at Ontario colleges and universities.* Presentation to *Opportunities and New Directions (OND) Conference*, University of Waterloo, Waterloo, ON.
8. Wiggers, R., Kustra, E., Fee, J. (May 5, 2014), *Are there unique challenges in teaching first generation students?* Presentation to *Strategic Enrolment Management (SEM) Summit*, Windsor, ON.

9. Wiggers, R. (May 8, 2014) *The Value of a Credential: What Parents, Students and Guidance Counsellors Should Know About the Job Prospects for Postsecondary Graduates.* Presentation to *Regional Dialogues 2014*, Wilfrid Laurier University, Brantford, ON.
10. Wiggers, R. (May 13, 2014) *Student Services & Student Success: Findings from Recent Research at Ontario Colleges and Universities.* Presentation to *Learning Connections: 6th Annual Tri-Campus, All-Employee PD Conference*, St. Lawrence College, Kingston, ON.
11. Hicks, M. (May 15, 2014) *Quality – Access – Cost tradeoffs.* Presentation to Council of Finance Officers of Universities of Ontario. Peterborough, ON.
12. Weingarten, H. (May 22, 2014) *What's the Real Transformation in Higher Education?:* Teaching in Focus 2014 Conference: Educational Innovation & Transformation. York University, ON.
13. Wiggers, R. (May 25, 2014) *The results of five years of research on Work-Integrated Learning (WIL) in Ontario PSE.* Presentation to the Canadian Society for Studies in Higher Education (CSSHE), Brock University, St. Catharines, ON.
14. Jonker, L., & Hicks, M. (May 27, 2014) *Teaching Loads and Research Outputs of Ontario University Faculty: Implications for Productivity and Differentiation.* Presentation at the Canadian Society for the Study of Higher Education. Brock University, St. Catharines, ON.
15. Wiggers, R., & Henderson, J. (May 27, 2014) *Graduate enrolment expansion at Canadian universities… and the increasing reliance on graduate students as teaching assistants.* Presentation to the Canadian Society for Studies in Higher Education (CSSHE), Brock University, St. Catharines, ON.
16. Wiggers, R. (May 29, 2014) *Student Success and future research opportunities.* Presentation to the Heads of Student Affairs (HOSA) Spring Meeting 2014, Conestoga College, Kitchener, ON.
17. Wiggers, R. (June 2, 2014) *Defining and Measuring "Student Success" in Ontario Colleges.* Presentation to the College Degree Operating Group (CDOG) annual conference, George Brown College, Toronto, ON.
18. Wiggers, R. (June 5, 2014) *The Value of a Credential: What Parents, Students and Guidance Counsellors Should Know About the Job Prospects for Postsecondary Graduates.* Presentation at Guidance Counsellor Day, York University, Toronto, ON.

19. Hicks, M. (June 6, 2014) *Value of postsecondary education.* HEQCO Board. Toronto, ON.
20. Wiggers, R. (June 7, 2014) *Defining Student Success: Findings from Recent Research at Ontario Colleges and Universities.* Presentation to graduate class of Central Michigan University, Humber College, Toronto, ON.
21. Wiggers, R. (June 10, 2014) Participant in opening keynote panel. Global Internship Conference (GIC), University of Toronto, Toronto, ON.
22. Wiggers, R. (June 14, 2014) *Issues in Higher Education: Various topics relevant to Ontario Colleges and Universities.* Presentation to graduate class at Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, ON.
23. Hicks, M. (June 17, 2014) *Metrics and their use in postsecondary accountability.* Panel presentation to Council on University Planning and Analysis. Toronto, ON.
24. Weingarten, H. (June 17, 2014) Keynote speaker. Hamilton Community Foundation Annual General Meeting, ON.
25. Arnold H., & Smith, C. (June 18, 2014) *2013 CGPSS Results: Assessment Measures and Career Workshops.* Presentation to Council on University Planning and Analysis (CUPA), Toronto, ON.
26. Wiggers, R. (June 18, 2014) *HEQCO Update.* Presentation to the Council on University Planning and Analysis (CUPA), Ryerson University, Toronto, ON.
27. Wiggers, R. (June 25, 2014) *The results of five years of research on Work-Integrated Learning (WIL) in Ontario PSE.* Presentation to the annual meeting of the Canadian Association for Co-Operative Education (CAFCE), Niagara Falls, ON.
28. Wiggers, R. (July 11, 2014) *Defining Student Success: Findings from Recent Research at Ontario Colleges and Universities.* Presentation to graduate class of Central Michigan University, Durham College, Oshawa, ON.
29. Wiggers, R. (September 17, 2014) *Graduating and the Search for Jobs/Careers.* Presentation to the Department of Liberal Studies, Humber College, Toronto, ON.
30. Weingarten, H. (September 23, 2014) *Challenges and Opportunities in the Ontario University System.* University of Western Ontario Board of Governors Retreat, ON.
31. Wiggers, R. (October 17, 2014) *Access and Retention Issues in Postsecondary Education.* Presentation to graduate class at Ontario Institute for Studies in Education (OISE), University of Toronto, Toronto, ON.

32. Wiggers, R. (October 21, 2014) *Pathways to Success: Some Important Messages About Life After High School.* Presentation at Postsecondary Information Session, Don Mills Collegiate Institute, Toronto, ON.
33. Wiggers, R. (October 27, 2014) Participant in closing keynote panel on "Advancing Policy Research in Ontario: The Role of OHCRIF and Other New Initiatives", Ontario Human Capital Research and Innovation Symposium, MTCU, Toronto, ON.
34. Arnold H., & Smith, C. (October 28, 2014) *CGPSS Results: Assessment Measures and Career Workshops.* Presentation to Canadian Institutional Research and Planning Association), Hamilton, ON.
35. Refling, E., & Borwein, S. (October 28, 2014) The Great Skills Divide: What Canadian Job Ads Said and Produced. Canadian Institutional Research and Planning Association Annual Conference, Hamilton, ON.
36. Wiggers, R. (October 28, 2014) *Combining Work & Learning in Higher Education.* Presentation to the 23rd annual conference of the Canadian Institutional Research and Planning Association (CIRPA), Hamilton, ON.
37. Hicks, M. (October 29, 2014) *Value of postsecondary education.* HEQCO Board. Toronto, ON.
38. Wiggers, R. (November 10, 2014) *What are the REAL Job Prospects for Ontario Postsecondary Graduates?* Presentation to the annual conference of the Ontario Student Counsellors Association (OSCA), Toronto, ON.
39. Weingarten H. (October 31, 2014) *Challenges and Opportunities in the Ontario University System.* University of York Board of Governors Retreat, ON.
40. Deller, F. (September 26, 2014) *Discussion of HEQCO's Work on Learning Outcomes,* MTCU Roundtable on Learning Outcomes, MTCU, Toronto ON.
41. Weingarten, H. (November 3, 2014.) *Recognizing Prior Learning.* Keynote panel at the Canadian Association for Prior Learning Assessment (CAPLA) 2014 Conference, Ottawa, ON.
42. Weingarten, H. (November 8, 2014) *The Dynamics of the Ontario University System.* Conference of Ontario University Board Members, Council of Ontario Universities, Toronto, ON.
43. Wiggers, R. (November 10, 2014) *What are the REAL Job Prospects for Ontario Postsecondary Graduates?* Presentation to the annual conference of the Ontario Student Counsellors Association (OSCA), Toronto, ON.

44. Hudak, L., & Brumwell, S. (November 12, 2014) *Hands on: Exploring apprenticeship and the skilled trades – What we heard.* Presentation to CET Pre-Apprenticeship Program Pod, United Way, Toronto, ON.
45. Hudak, L., & Brumwell, S. (November 13, 2014) *The role of transferable skills in academic completion/retention.* Presentation to CET Retention Program Pod, George Brown College, Toronto, ON.
46. Dion, N. (November 24, 2014) *Numeracy in Ontario's College Sector.* Presentation at MTCU to a delegation of Welsh college representatives, Toronto, ON
47. Hudak, L., & Brumwell, S. (November 25, 2014) *Back to the basics: Revisiting basic cognitive skills.* Presentation to CET Academic Bridging and Transition Program Pod, Ryerson University, Toronto, ON.
48. Dion, N. (November 28, 2014). *Growing Ontario's Apprenticeship Sector: Recommendations based on HEQCO Research.* Weston Foundation, Toronto, ON.
49. Wiggers, R. (December 9, 2014) *Work Integrated Learning (WIL): HEQCO Study.* Presentation to the Knowledge Talk event at Employment and Social Development Canada (ESDC), Ottawa, ON.
50. Wiggers, R. (January 15, 2015) *Are we defining "Student Success" in the best way?* Presentation to Student Life administrators, University of Guelph, Guelph, ON.
51. Hicks, M. (January 16, 2015) *Net Tuition/Program Approvals.* Presentation/facilitation at CUPA/MTCU/HEQCO Day, OCAD University, Toronto, ON.
52. Hudak, L. (January 16, 2015) *HEQCO Access and Retention Consortium in a nutshell.* Presentation at CUPA/MTCU/HEQCO Day, OCAD University, Toronto, ON.
53. Wiggers, R. (January 23, 2015) *Funded Research: The Process of Applying for Research Funding.* Presentation at Ministry of Training, Colleges and Universities, Policy Research Projects, Toronto, ON.
54. Wiggers, R. (January 24, 2015) *Contemporary Issues in Higher Education.* Presentation to Central Michigan University, EDL 778: Contemporary Issues in Higher Education, Humber Cohort, Toronto, ON.
55. Wiggers, R. (February 6, 2015) *Pathways to Success: Who is attending our colleges and universities, and what are they seeking?* Presentation to Durham College, School of Interdisciplinary Studies & Employment Services, Oshawa, ON.

56. Deller, F. (February 11, 2015). *Learning Outcomes and Student Success: Measuring what Matters*. Ontario University Registrars' Association Annual Conference, Toronto, ON.
57. Hicks, M. (February 12, 2015) *The Social Context of Policy Making – Education.* Guest Lecturer, Mowat Centre, University of Toronto, Toronto, ON.
58. Wiggers, R. (February 19, 2015) *Pathways to Success: Who is attending our colleges and universities, and what are they seeking?* Presentation to Registrarial Professional Development Day, St. George Campus, University of Toronto, Toronto, ON.
59. Wiggers, R. (February 20, 2015) *HEQCO: Who We Are and What We Do.* Presentation to University of Toronto Extern Placements, HEQCO Boardroom, Toronto, ON.
60. Arnold, H. (February 24, 2015). *HEQCO Research Update: Barriers to PSE.* First Generation Student Services and Aboriginal Student Services in Ontario Colleges. Toronto, ON
61. Wiggers, R. (February 24, 2015) *Lessons Learned from HEQCO's Funded Research on Teaching and Learning* Presentation to Teaching Roundtable, Educational Development Centre, Carleton University, Ottawa, ON.
62. Wiggers, R. (February 24, 2015) *Pathways to Success: Who is attending our colleges and universities, and what are they seeking?* Presentation to Enriched Support Program, Centre for Initiatives in Education, Carleton University, Ottawa, ON.
63. Wiggers, R. (February 26, 2015) *Pathways to Success: Who is attending our universities, and what are they seeking?* Presentation to Student Services & Career Studies, Don Mills Collegiate Institute, Toronto, ON.
64. Wiggers, R. (February 27, 2015) *Making Lifelong Learning a Reality on our University Campuses.* Presentation to the Canadian Association for University Continuing Education (CAUCE), Deans and Directors Meeting 2015, Toronto, ON.
65. Wiggers, R. (March 3, 2015) *Post-Secondary Literacy: Why are Literacy Skills so Important?* Presentation to Family Literacy & Wellness Night, York Memorial Collegiate Institute, Toronto, ON.
66. Deller, F. (March 10, 2015). *Learning Outcomes and Student Success: Measuring what Matters.* HEQCO Learning Outcomes Symposium, Toronto, ON.
67. Wiggers, R. (March 26, 2015) *Post-Secondary Pathways: Where do Ontario high school graduates go?* Canadian University Evening, Branksome Hall, Toronto, ON.

Within Canada: HEQCO staff gave approximately 8 presentations within Canada.

1. Wiggers, R. (August 26, 2014) *Work Integrated Learning (WIL): HEQCO Study*. Presentation to the 11th International Workshop on Higher Education Reform (HER), St. John's, NL.
2. Weingarten H. (October 21, 2014) *Global Trends in Higher Education: Implications for the University's Bargain with Government, Faculty, Students and the Public*. Canadian Association of University Business Officers (CAUBO), BC.
3. Wiggers, R. (October 24, 2014) *Learning to Teach, Teaching to Learn: Encouraging Faculty Excellence at Ontario Colleges & Universities*. Presentation to the 11th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Quebec City, PQ.
4. Wiggers, R. (October 24, 2014) *Are Postsecondary Institutions Doing Too Much or Too Little to Integrate Experiential Learning/Work-Integrated Learning?* Presentation to the 11th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Quebec City, PQ.
5. Deller, F. (November 19, 2014) *Learning outcomes and core competencies – lessons from Ontario*. Forum on Learning Outcomes and Assessment in Fraser Valley: Developments and Intersections between K-12 and Post-secondary Education, University of Fraser Valley, Abbotsford, BC.
6. Deller, F. (December 4, 2014). *Learning Outcomes and Core Competencies: Lessons from Ontario*. Council of Ministers of Education, Canada, Banff, AB.
7. Weingarten, H. (March 6, 2015.) *Re-imagining Canadian universities* (with Jeffrey Simpson). Keynote presentation to annual meeting of Western universities VP Academic and VP Research (WestVAC/VPR), Victoria, BC.
8. Weingarten, H. (March 26-27, 2015). *New Brunswick Postsecondary Education*. Strategic Program Review meeting, Fredericton, NB.

International: HEQCO staff gave several international presentations.

1. Deller, F. (April 14-28, 2014) Invited to evaluate online and blended learning models at different Aga Khan University campuses. Aga Khan University, Karachi, Pakistan and Nairobi, Kenya.
2. Wiggers, R. (September 30, 2014) *Pathways to Success: Who is Attending our Higher Education Institutions and What are they Seeking?* Presentation to the Educational Policy Institute (EPI) Retention 2014: Student Success Symposium, San Antonio, TX.
3. Wiggers, R. (October 1, 2014) *Student Services and Student Success: Recent research findings from Canadian colleges and universities.* Presentation to the Educational Policy Institute (EPI) Retention 2014: Student Success Symposium, San Antonio, TX.

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